R E P O R T R E S U M E S

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INNOVATIONS IN SCIENTIFIC COMMUNICATION IN PSYCHOLOGY.
APA-PSIEP REPORT NO. 16.
AMERICAN PSYCHOLOGICAL ASSN., WASHINGTON, D.C.
PUB DATE DEC 66
EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS. 65P.

DESCRIPTORS- *INFORMATION DISSEMINATION, *INFORMATION UTILIZATION, *CONFERENCES, *PSYCHOLOGISTS, PSYCHOLOGY, INNOVATION, SURVEYS, SCHOLARLY JOURNALS,

PART I REPORTS A STUDY OF THE EFFECTS OF LISTING MANUSCRIPTS SHORTLY AFTER THEIR EDITORIAL ACCEPTANCE, BY TITLE AND AUTHOR'S NAME AND ADDRESSES, IN LONG-PUBLICATION-LAG, CORE PSYCHOLOGICAL JOURNALS. TWO SAMPLES WERE SURVEYED--(1) 609 AUTHORS OF AN EQUAL NUMBER OF LISTED MANUSCRIPTS, AND (2) REQUESTERS OF ABOUT 2,600 REQUESTS DIRECTED TO 603 AUTHORS OVER A 7-MONTH TRIAL PERIOD. FINDINGS ARE PRESENTED UNDER THE HEADINGS--(1) PRIOR DISSEMINATION OF CONTENTS OF LISTED MANUSCRIPT, (2) INFORMATION EXCHANGE ACTIVITIES RESULTING FROM LISTINGS, (3) THE "STIMULUS" FOR REQUESTING COPIES, (4) CHARACTERISTICS OF REQUESTORS AND A COMPARISON OF THEIR AND AUTHORS' ACTIVITIES IN AREA OF LISTED MANUSCRIPT, (5) EFFECTS OF THE WORK OF AUTHORS AND REQUESTORS OF INFORMATION EXCHANGES GENERATED THROUGH LISTED MANUSCRIPTS, AND (6) AUTHORS' OPINION OF LISTINGS AND SUGGESTIONS FOR IMPROVING THE INNOVATION. PART II ASSESSES THE UTILIZATION AND EFFECTS OF AN INNOVATION IN WHICH A TRIAL EDITION OF PRE-CONVENTION PUBLICATION CONTAINING CONTRIBUTED PAPERS OF FIVE APA DIVISION WAS ISSUED APPROXIMATELY TWO MONTHS PRIOR TO THE 1965 APA MEETING. SAMPLES OF AUTHORS, REQUESTORS, AND ATTENDANTS WERE SURVEYED RELATIVE TO PROCEEDING PAPERS AND TO A CONTROL GROUP OF PAPERS NOT PUBLISHED IN THE PROCEEDINGS. ADDITIONALLY, A SURVEY OF IMMEDIATE READERSHIP OF PROCEEDING PAPERS WAS CONDUCTED. FINDINGS ARE PRESENTED UNDER THE GENERAL HEADINGS--91) CHARACTERISTICS OF RESPONDENT GROUPS , (2) SCIENTIFIC COMMUNICATION BASED UPON PROCEEDINGS AND CONTROL PAPERS, (3) READERSHIP OF PROCEEDINGS ARTICLES AND RELATIONSHIP OF READERSHIP TO DIVISIONAL SPONSORSHIP, AND (4) RESPONDENTS' INVOLVEMENT IN SUBJECT-MATTER AREAS OF PRESENTATIONS AND EFFECT OF COMMUNICATION SURROUNDING THE PRESENTATION ON THEIR SUBSEQUENT WORK. HARD COPY OF THIS DOCUMENT IS AVAILABLE FROM THE APA'S PROJECT ON SCIENTIFIC INFORMATION EXCHANGE IN PSYCHOLOGY, 1200 SEVENTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (RP)

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APA-PSIEP Report #16
December, 1966

Innovations in Scientific Communication in Psychology

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APA-PSIEP Report #16
December, 1966

INNOVATIONS IN SCIENTIFIC COMMUNICATION IN PSYCHOLOGY

INTRODUCTION

Report #16 sets forth the first results of an effort to modify and improve scientific communication through means that have been deliberately designed in view of the organization of scientific disciplines as social systems. The purpose of this introduction is to review the development of that approach.

A study of scientific communication has been conducted over the past five years by the American Psychological Association's Project on Scientific Information Exchange in Psychology. From the first, this research was intended to encompass the full spectrum of communication rather than focusing on a limited set of media or functions. The fundamental approach adopted was viewing scientific communication as a large social system composed of a variety of formal elements (e.g., scientific journals) and informal elements (e.g., preprint exchanges). By means of these elements the scientist, through many different types of information exchange behavior, attempts to satisfy the information needs imposed by his various scientific activities.

After the first two years of work, which was devoted to descriptive behavioral studies, the Project's staff became concerned with the review and synthesis of its findings. The purpose was to develop (a) a rationale for deciding what communication media need innovation, the manner of effecting innovation in the system, and the prediction of the impact of the innovation on the various elements in the overall system[1] and (b) a methodology for measuring the effects of innovation throughout the entire system of dissemination.[2]

The most important features of the Project's approach to innovation in scientific communication are:

1. Innovation should be preceded by a study of the existing systems of communication and of the scientists' use of the various channels in the system. In psychology, and probably in most of the other sciences, dissemination is a dynamic process in which changes in one medium affect in some way and to some extent the operation of others.

2. Some feeling for the dynamics of the process has led to the selection of innovations that should not only serve functions within the system for which there are clearly established needs, but that should also move the entire system in desirable directions. It is now clear that the role of some media which are rigorously bound by long-standing traditions (e.g., scientific journals) may be modified by changes in other elements (e.g., scientific meetings) further back in the information-flow pattern of the system. In fact, given the rigidity of some of the existing elements, this indirect approach may be the most feasible way to alter the function of these media.

3. The selected innovation—whether it is a new informal or a new formal mechanism—should be designed to take advantage of the special features of both informal and formal communication. In designing an innovation in informal communication, an effort should be made to give the innovation certain advantages of formal communication. For example, the innovation may be made generally accessible and permanent but still retain its advantages as an informal channel for the active researcher.[3]

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[1] B. C. Griffith and W. D. Garvey, "Systems in Scientific Information Exchange and the Effects of Innovation and Change," Proceedings of the American Documentation Institute (1964) 1, 191-200.

[2] APA-PSIEP Report #12, Reports of the American Psychological Association's Project on Scientific Information Exchange in Psychology, Volume 2, December 1965.

[3] For a more complete discussion of this approach, see W. D. Garvey and B. C. Griffith, "Informal Channels in the Behavioral Sciences: Their Relevance in the Structuring of Formal or Bibliographic Communication," in The Foundations of Access to Knowledge (Syracuse, N.Y.: Syracuse University School of Library Science, in press).

4. The selected innovation should be undertaken as an experiment. That is, the innovation should be placed into operation in the context of a research program that evaluates both its function in scientific communication and its effect on the remainder of the system. Furthermore, the innovation should be a genuine trial with built-in mechanisms for modifying the innovation or terminating it when the results have been evaluated.

The Two Innovations

The two parts of this report deal with innovations that developed directly from the Project's approach to innovation in scientific communication. These innovations are viewed as social innovations in that they were imposed on a complex social system—scientific communication in psychology—and in that their effects are measured in terms of the changes in communication behavior that occurred within the system. Although the innovations were placed at different loci in the system of dissemination and were expected to have different effects, they were designed in the light of, and carried out in order to test, the Project's rationale for innovation in scientific communication.

PART I

LISTING OF TITLES AND AUTHORS OF MANUSCRIPTS ACCEPTED BY JOURNALS WITH LONG PUBLICATION LAGS

Earlier Project studies have shown that most psychological research was inaccessible, except through such informal channels as personal contacts and "invisible colleges," for a period of more than a year following completion of the research. One of the principal factors contributing to this long period of inaccessibility was the long publication lag—often exceeding a year—in many core psychological journals.

In 1965 the Project undertook to effect and study an innovation in which lists were published of manuscripts accepted by long-publication-lag journals. (These lists include manuscript titles and authors' names and mailing addresses.) Thus, this formal channel, the journal, was used to enhance informal scientific exchange during the period of several months when the work in the manuscripts would otherwise not have been known to the vast majority of psychology's research community. This early public announcement of research completed and accepted for publication was expected to make it possible for a variety of interested persons—many of whom normally would have been unable to do so—to contact authors nine months to over a year prior to publication. This part of the report describes the Project's attempt to determine the feasibility of this innovation and its possible relation to other means of dissemination within psychology.

METHOD

The study surveyed two samples: (1) Authors of the listed manuscripts and (2) Requestors who contacted the Authors for copies of the listed manuscripts. The first sample consisted of 699 Authors of an equal number of studies which as a group included nearly all accepted manuscripts listed within the issues of four journals published by the American Psychological Association. These journals were: Journal of Experimental Psychology (monthly), Journal of Personality and Social Psychology (monthly), Journal of Applied Psychology (bimonthly), and Journal of Consulting Psychology (bimonthly). The inclusive period covered was from January to August 1965. The persons considered the "Authors" in the study were those who had originally submitted the manuscripts and had, in the processing of the manuscripts, furnished the correspondence addresses that were placed in the listing. In most cases, however, they were not the only authors of the listed manuscripts.

The sample of Requestors was obtained from information furnished by the Authors. Since many persons requested several papers, inclusion of the same person in the sample of Requestors was limited, at first, to two times. Then, when it appeared that the size of this sample would become too large, the inclusion of a Requestor was limited to one time. The instruments and information sought through the surveys are described below.

Authors. The sample of Authors received three questionnaires (Appendix A): (1) First Author Questionnaire, (2) Form for the Names and Addresses of Requestors, and (3) Final Author Questionnaire.

The First Author Questionnaire was sent out in time to be received by the Author before the date on which the journal issue listing his accepted manuscript went to press. It sought information on the prior dissemination of the work reported in the manuscript, on the Author's distribution of preprints prior to the listing, and on the Author's work in the same area dealt with in the listed manuscript—particularly on those activities which would make his efforts as a researcher visible within psychology. Of the 699 persons polled, 603 usable questionnaires were received for a response rate of 87%. There were negligible differences in response rate when Authors were subdivided by listing journal; the range over four journals was less than 4%. Accompanying the First Author Questionnaire was a Form for the Names and Addresses of Requestors which also had spaces for the Author to describe the Requestor's contacts with him. Although Authors occasionally failed to return the forms on a monthly basis, as requested by

the Project's staff, usable data were obtained from 592 Authors for a response rate of 86%.[4] When Authors were subdivided according to journal, the response rate ranged from 84 - 87%. The Final Author Questionnaire was sent to the Authors whose listed manuscripts were published in the period of February to October 1965. The Author was questioned on his receipt of requests, on his current activities in the area of the listed article, and on his modifications of his own work and his discoveries of related work by others that resulted from contacts with Requestors. In addition, the questionnaire sought the Author's response as to the desirability of the innovation and to possible ways of improving it. There were 386 Authors in this sample, of which 305 returned usable data for a response rate of 79%. When Authors were subdivided according to journal, the response rates for the Final Author Questionnaire ranged from 74 - 85%.

Requestors. Requestors received the Requestor Questionnaire (Appendix A) which sought the following information: (1) highest degree and date of award, (2) ranking of work activities in terms of time consumption, (3) the identification of the first and second most demanding activity in terms of gathering and using scientific information, (4) the subject-matter areas within psychology searched for scientific information (following questions 1 through 4, the remainder of the questionnaire dealt with the Requestor's contacts with the Author of a particular listed manuscript), (5) the work activity to which the listed manuscript was relevant, (6) whether or not a copy of the manuscript was requested and the results of this request in terms of whether the Requestor received and used the manuscript, (7) types of contacts with the Author that had already occurred or that the Requestor planned for the future, (8) the Requestor's past, present, and planned activities in the same area as the listed manuscript, (9) any modifications of the Requestor's activities that resulted from the Requestor's contacts with the Author or with the listed manuscript, (10) the Requestor's prior awareness of the contents of the listed manuscript, (11) factors that entered into the Requestor's decision to contact the Author, (12) whether or not the Requestor subscribed to the listing journal, and (13) whether or not the Requestor regularly reviewed the listing journal in connection with requesting reprints.

RESULTS

The data in these sections are presented principally through tables and figures, and the text serves mainly as commentary. The summary of this first part of the report attempts an overview of the operation of the innovation. Usually, in presenting the data, the tables and the text consider all Requestors or Authors first and then subdivide them according to the four journals: Journal of Experimental Psychology (JEP), Journal of Personality and Social Psychology (JPSP), Journal of Applied Psychology (JAP), and Journal of Consulting Psychology (JCP). The journals and associated subgroups of Authors and Requestors are usually referred to by the initials of the journal.

Prior Dissemination of Contents of Listed Manuscript

Early formal dissemination of the main contents. These data are shown in Table I. That the contents of about two thirds of the papers received some dissemination through other media prior to being listed is perhaps the main finding. Among the manuscripts accepted by the journal, the percentages appearing in each medium are comparable to the earlier data obtained on articles appearing in the same APA journals and reported in a previous Project report.[5] There were minor differences among the four journals in the total percentage of studies that received early dissemination prior to the listing; the range was 62 - 72%. However, there was one journal, JAP, from which manuscripts appeared with an unusually high frequency (56%) in written forms (mainly theses and technical reports) and another, JEP, from which manuscripts appeared with an unusually high frequency in oral presentations, mainly at the Psychonomic Society meetings, regional and state meetings, and colloquia outside the Author's employing institution.

Authors' distribution of preprints prior to publication of listing. Table II contains data on the distribution of preprints, which seems to have considerably increased since the earlier Project study.[6] Of all Authors, 55% distributed preprints; 23% sent them prior to submission of the manuscript for publication, 21% between submission and acceptance, and 33% following acceptance. The four journal subgroups of Authors ranged from 44 - 60% in total percentage distributing preprints—the JPSP Authors being the highest. The timing of the distribution by

[4] Only 112 persons returned only one form and, of these, 87 dealt with requests occurring within one month after the listing of the accepted manuscript. In terms of a later section on the time of requests, these numbers suggest that probably less than 10% of all requests were lost through Authors' failure to return all the forms.

[5] APA-PSIEP Report #7, Reports of the American Psychological Association's Project on Scientific Information Exchange in Psychology, Volume 1, December 1963.

[6] Ibid.

TABLE I

DISSEMINATION OF THE MAIN CONTENTS OF LISTED MANUSCRIPTS PRIOR TO PUBLICATION OF LISTING

Prior Means of Dissemination	Percentages of Manuscripts Appearing in Various Media and the Median Date* of Prior Appearance											
	All N=603		JEP N=232		JPSP N=212		JAP N=68		JCP N=91			
Written forms												
Book (or chapter)	2%	Fall '64	2%	Spr '65	2%	Spr '64	1%	Sum '64	3%	Sum '64		
Thesis	18	Spr '63	16	Spr '63	20	Spr '63	24	Sum '64	15	Win '63		
Technical report	8	Spr '64	8	Spr '64	7	Win '64	21	Spr '64	2	Sum '63		
Progress report	9	Spr '64	11	Spr '64	14	Fall '63	3	Win '64	8	Win '64		
Other	8	Win '64	6	Spr '64	6	Win '64	16	Fall '63	12	Spr '64		
Oral forms (meetings)												
APA annual	10%	Sum '63	9%	Sum '64	11%	Sum '63	9%	Win '64***	9%	Sum '64		
Psychonomic Society	6	Fall '64	11	Fall '64	0	- --	0	- --	0	- --		
Regional or state	13	Spr '64	16	Spr '64	9	Spr '64	10	Spr '64	12	Spr '64		
Other national	3	Spr '64	4	Spr '64	2	Spr '63	4	Spr '64	1	Spr '64		
Invited conferences	5	Win '64	5	Spr '64	3	Spr '63	7	Sum '63	10	Win '64		
Colloquium (inside)**	11	Spr '64	11	Spr '64	9	Win '64	9	Sum '63	3	Sum '64		
Colloquium (outside)**	11	Win '64	13	Spr '64	9	Spr '64	7	Win '64	11	Fall '63		
Thesis committee	8	Spr '63	8	Sum '63	7	Spr '63	9	Spr '63	10	Spr '63		
Other	4	Sum '63	3	Sum '63	2	Fall '63	7	Win '63	8	Win '63		
Summary												
Any prior appearance	67%		72%		64%		65%		62%			
Written forms	42		38		43		56		37			
Oral forms	50		60		43		40		49			

*Dates are encoded as follows: Winter, first through third months; Spring, fourth through sixth months; Summer, seventh through ninth months; and Fall, tenth through twelfth months.

**"Inside" and "outside" refer to respondent's employing institution.

***Date represents the midpoint between Summer 1963 and Summer 1964.

TABLE II

DISTRIBUTION OF PREPRINTS BY AUTHORS OF LISTED MANUSCRIPTS PRIOR TO MAILING OF JOURNAL ISSUE CONTAINING LISTING

Occasion*	Percentage of Authors Sending Preprints* All N=603**	JEP N=232**	JPSP N=212**	JAP N=68**	JCP N=91**
At any time	55%	53%	60%	44%	55%
Prior to submission of manuscript	23%	15%	29%	24%	28%
Median number	6(137)	7(35)	6(61)	10(16)	3(25)
Between submission and acceptance of manuscript	21%	19%	27%	9%	21%
Median number	6(128)	7(45)	5(58)	5(6)	8(19)
After acceptance of manuscript	33%	36%	34%	24%	30%
Median number	6(201)	6(84)	7(73)	4(16)	3(27)

*Some Authors distributed preprints on more than one occasion.
**This N applies only to the percentage. The N for each median is given within parentheses following the median.

JEP Authors makes an interesting pattern; they seemed somewhat more reluctant than other journal Authors to distribute preprints prior to acceptance of the manuscript for publication.

Information Exchange Activities Resulting from Listings

Over 2,500 requests for copies of manuscripts or other reports of the contents of the manuscripts were received by 603 Authors who responded in the survey. One chief finding in regard to this flow of communication should be emphasized: The Listings were primarily used to circumvent publication lag. Three out of four of the Requestors subscribed to the journal listing the manuscript they requested, and three out of four habitually scanned that journal for the purpose of requesting reprints. It is evident in both findings that most Requestors would, in the normal course of affairs, receive the requested paper in another form but at a later date.

The journals used in the study had, of course, long publication lags—a range of from about 11 - 17 months between submission of the manuscript and publication. The two applied journals (JAP and JCP) were intermediate to JEP and JPSP with regard to lag. Thus it is evident that listings in all four journals met the prerequisite of establishing a channel of communication and that differences in lag did not especially favor the better operation of the innovation in either of the two types of journal.

Frequency and timing of requests generated by listings. Figure 1 is a plot of the number of requests received by Authors versus the percentage of all Authors receiving each number of requests. This approximates a log-normal distribution with a mode at two requests per Author. The 11% of Authors who received no requests may be a slight overestimation because of the factors described in the Method section; only 8% of the Authors who completed the Final Author Questionnaire after the publication of their articles reported no requests.

There were considerable differences between the applied and basic subgroups of journals. To display these differences the data have been retabulated according to journal in Figure 2. JEP and JPSP Authors received more requests (Mdn=4, JEP; Mdn=5, JPSP) than JAP and JCP Authors (Mdn=3, JAP; Mdn=2, JCP) and JEP and JPSP subgroups included all Authors receiving more than 10 requests. A possible explanation is that more of the JAP and JCP manuscripts had appeared just prior to the publication of the articles. Actually, only 8.7 - 9.3% of the manuscripts listed in JEP, JPSP, and JAP had appeared in a period of two months or less before the publication of the article (or before the closing of the survey) and of the JCP manuscripts, only 18.3% had been out as little as two months. All of these periods were long enough, in terms of the data on the timing of requests, to collect the majority of requests to an author.

Despite the very low mode of the distribution and the low median number of requests directed to each journal subgroup of Authors, the majority of the requests was not received by those Authors receiving the very lowest number of requests. Figure 3 shows the percentage of all requests received by Authors receiving X (any particular number) of requests. It amounts to a distribution of requestor activity along a dimension of author popularity and is a transform of Figure 1. The mode for Figure 3 lies between 4 - 8 requests.

Figure 4 shows the timing of the requests and indicates that most use of the listings occurred very shortly after the mailing of the journal issue containing the listings. About one half

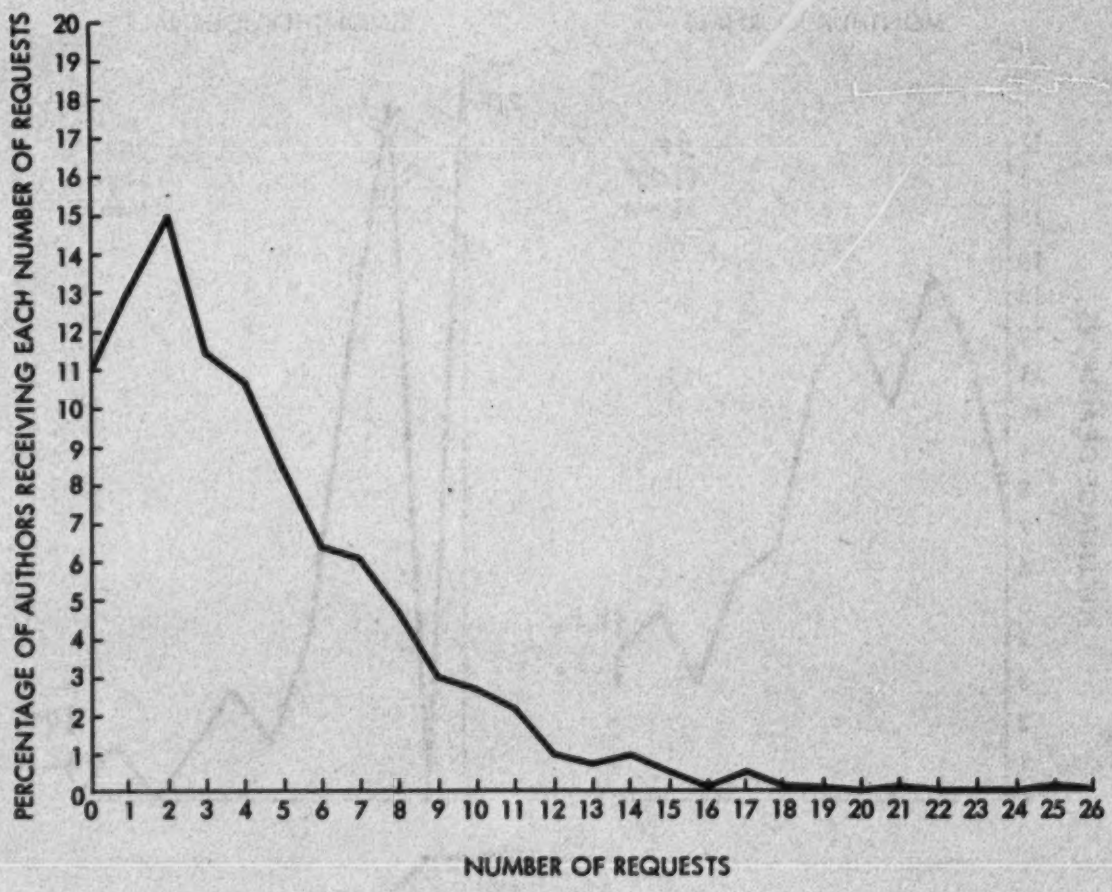

FIGURE 1. Percentage (N=592) distribution of Authors on number of requests.

of all requests were received within three weeks and two thirds were received within five weeks of the published listing.

Authors' response to requests and outcome of individual requests in terms of Requestors' receipt and use of materials from Authors. Table III shows the results of the requests both in terms of the Authors' response and the Requestors' receipt and use of the requested material. All Requestors asked the Author for a copy of the manuscript, whatever additional contacts or information were sought. Only 20% of the Authors who received any requests failed to respond to at least one. This finding should be interpreted in light of the fact that about 10% of the papers were to be published within two months following their listing. The majority of the Authors responded by sending copies of the manuscript; other types of response were rather infrequent. It might be mentioned that the individual Authors had not been prepared beforehand for the listings and the requests they would stimulate and, to anticipate a later section of this part of the report, reproduction of copies of the manuscript seemed a rather common problem.

About one quarter (24%) of the Requestors failed to receive a copy of the manuscript.[7] There was a considerable range (12 - 28%) among the journal subgroups of Requestors. JAP Requestors' highest degree of success in obtaining copies might reflect that journal's considerable dissemination of the main contents of the listed manuscripts through technical reports—copies of which the Author might still have on hand for distribution. Of all Requestors who had received a copy, more than two thirds had read it. This is the basic group, including 55% of all Requestors, within which modification in their own scientific and professional work may be expected to result from the listings.

As shown in Table IV, 30% of all Requestors were not content merely to seek a copy of the manuscript, but went on to have, or planned to have, another type of contact. In the rather wide range among journal subgroups (24 - 44%) on this measure, JAP Requestors led in their efforts to

[7] A spot check of the data for 100 Authors who received requests revealed that 22% had not responded to more than half of their requests.

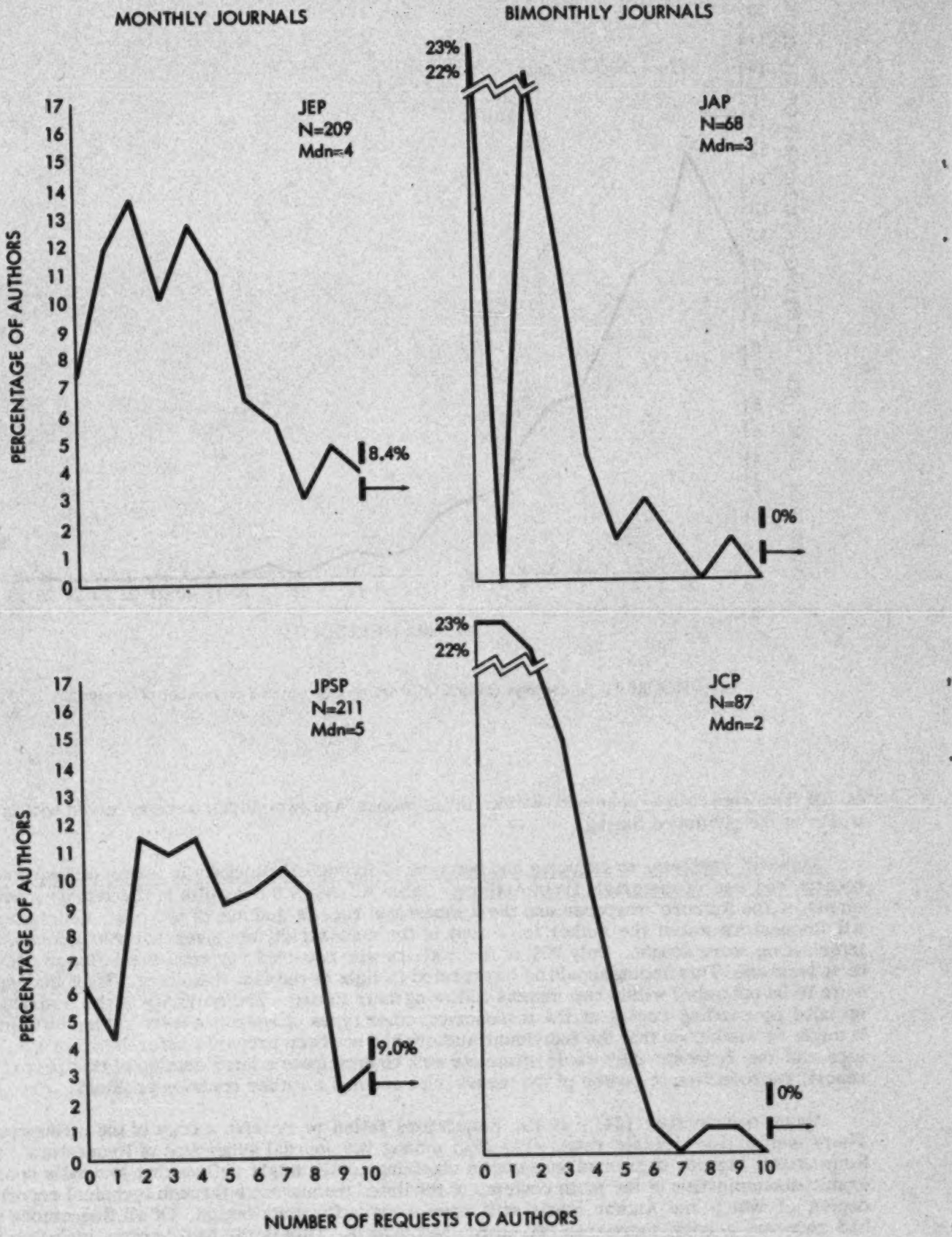

FIGURE 2. Percentage of Authors having article listed in each journal that received 0–10 requests and who received more than 10 requests.

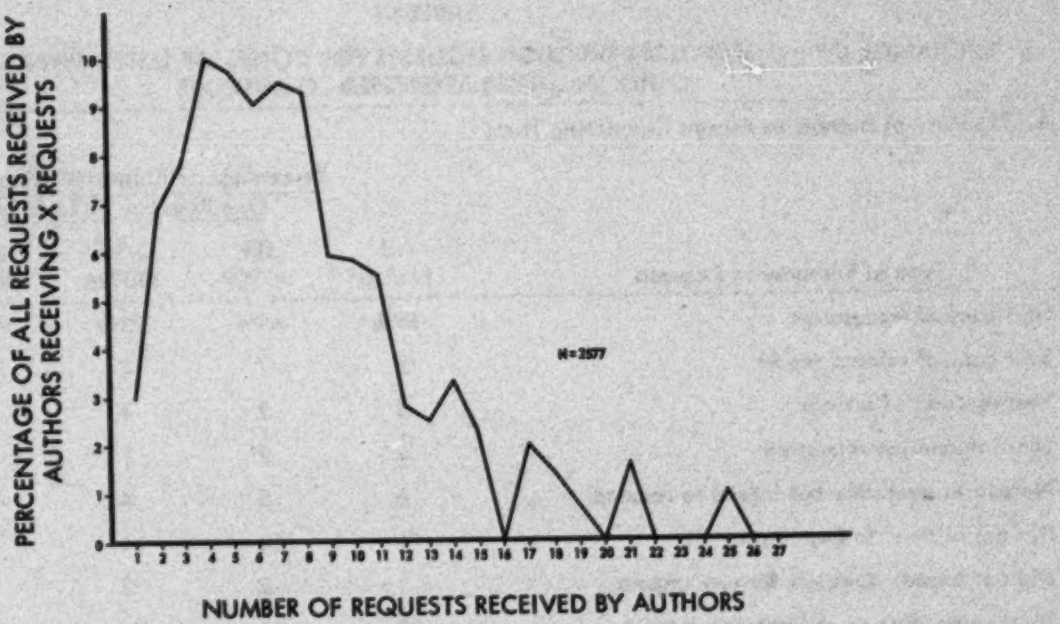

FIGURE 3. Percentage of all requests that were received by Author receiving X requests. This figure is designed to display the amount of activity (percentage of total requests) as a function of popularity (number of requests received by Author).

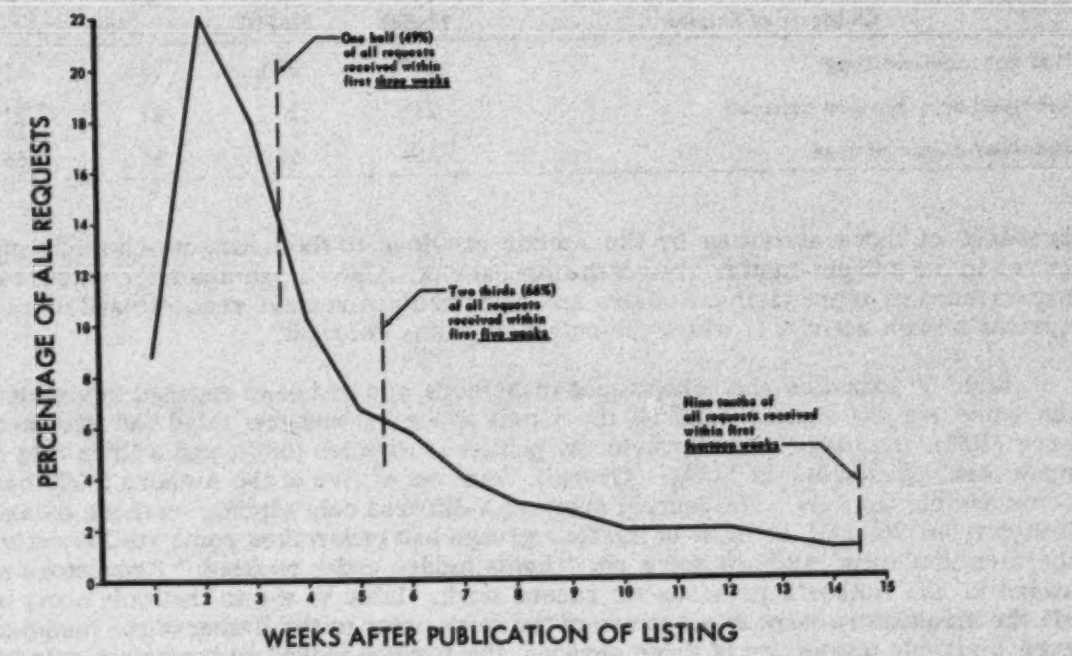
PERCENTAGE OF ALL REQUESTS
One half (49%) of all requests received within first three weeks
Two thirds (66%) of all requests received within first five weeks
Nine tenths of all requests received within first fourteen weeks
WEEKS AFTER PUBLICATION OF LISTING

FIGURE 4. Percentage (N=2,577) of requests received each week following publication.

establish contact with the Authors.[8] The 6% of all Requestors who acquainted Authors with their (the Requestors') own work and the 1% of all Requestors who acquainted Authors with the work of third parties furnish the baseline against which to view the feedback effect of the listing in modifying the Authors' own work.

The "Stimulus" for Requesting Copies

This section seeks to determine the immediate "stimulus" for the Requestor seeking contact with the Author, the extent to which the work or its Author was known to Requestors and the

[8]This effect and the greater cooperation of JAP Authors in responding to requests (Table III) may reflect the very sensible suggestion of the JAP editor to the journal readers and authors to cooperate and make effective use of the listings in information exchange.

TABLE III

EXCHANGE OF INFORMATION THROUGH REQUESTS FOR COPIES OF LISTED MANUSCRIPTS OR OTHER INQUIRIES ADDRESSED TO AUTHORS

A. Response of Authors to Persons Contacting Them

Type of Response to Requests	Percentage of Authors Making at Least One Response of Each Type				
	All N=526*	JEP N=209	JPSP N=198	JAP N=52	JCP N=67
Sent copy of manuscript	69%	69%	75%	71%	52%
Sent copy of related report	8	7	7	10	13
Sent abstract of article	3	2	4	2	1
Sent information requested	2	2	1	4	3
No copies available but intend to respond	6	5	4	6	15
Did not respond to any request	16	18	14	8	19
Did not answer question for any request	1	2	2	-	-
Total responding to at least one request	80	79	84	87	67

*Ns give number of Authors receiving requests.

B. Outcome of Specific Requests for Copies of Manuscripts

Outcome of Request	Percentage of Requestors Experiencing Each Outcome				
	All N=541	JEP N=210	JPSP N=248	JAP N=41	JCP N=42
Had not received copy	24%	28%	23%	12%	26%
Received copy but had not used	21	20	21	21	14
Received copy and used	55	52	55	66	60

presence of those activities by the Author previous to the listing which might make him well known in the subject-matter area of the manuscript. Also, it examines the extent to which more experienced or more visible Authors are more likely to receive requests and discusses the Requestor's work activity to which the manuscript was relevant.

Table V indicates the percentages of Authors who had been engaged in visible activities in the same subject-matter area as the listed paper. About one third had written theses in the area (30%), the majority had previously published articles (61%), and a little less than that had made oral presentations (43%). Overall, four out of five of the Authors (80%) had undertaken some visible activity. The journal subgroups differed only slightly on these measures of visibility; from 76-84% of each of the four groups had undertaken some visible activity. Despite the fact that most Authors were not "lights hidden under baskets," Requestors seemed little aware of the Author's previous or recent work. Table VI shows that only about one eighth of all the Requestors were at all aware of the work prior to the listing of the manuscript and, for even a sizable proportion of these persons, the listings played an important role in stimulating the request. Thus, the most evident stimulus for requesting the listed manuscript was its relevance, judged from the title, to the Requestor's work. Of all Requestors, 90% reported this as the reason for the request, and there was little range among journal subgroups (85%-93%).

Even if the subject matter of the paper, as perceived through the title, served as the principal factor in requesting, it was of some interest to discover whether Authors who had previously published articles or given presentations in the same area as the listed manuscript were more likely to write articles whose perceived content would result in more requests. Figure 5 shows no striking differences in the number of requests among the following groups of Authors: (1) those who had never before participated in any visible activity, (2) those who had participated in three or more visible activities, (3) those who had written at least one journal article, (4) those who had made at least one oral presentation, and (5) all Authors.

Finally, Table VII shows the work activity to which the requested manuscript was relevant. For four out of five of all Requestors (81%), the manuscript was relevant to research. The JCP

TABLE IV

REQUESTORS' CONTACTS WITH AUTHORS IN ADDITION TO REQUESTING A COPY OF THE MANUSCRIPTS

	Percentage of Requestors Making at Least One Contact of Each Type*									
	All N=541		JEP N=210		JPSP N=248		JAP N=41		JCP N=42	
Type of Contact	Occurred	Planned	Occurred	Planned	Occurred	Planned	Occurred	Planned	Occurred	Planned
Clarification of reported work	2%	4%	1%	3%	1%	4%	12%	12%	2%	5%
Request information not in report	4	5	4	3	2	5	7	12	2	7
Acquaint author with own work	6	9	8	9	6	8	10	7	-	12
Acquaint author with others' work	1	1	1	1	1	1	10	5	2	2
Request reports of author's future work	6	15	7	18	6	14	7	12	-	10
Obtain author's reaction to own work	2	7	3	9	<1	7	2	5	-	7
Other	1	1	2	<1	1	<1	-	5	-	-
Any contact	11		11		10		24		5	
Any contact planned		23		26		20		30		21
Total having or planning any contacts	30%		34%		25%		44%		24%	

*Some Requestors reported having more than one type of contact.

TABLE V

VISIBLE ACTIVITIES OF AUTHORS IN SUBJECT-MATTER AREA OF MANUSCRIPT PRIOR TO PUBLICATION OF LISTING

Prior Activity	All N=603	Percentage of Authors Involved in Prior Activity* JEP N=232	JPSP N=212	JAP N=68	JCP N=91
Wrote thesis	30%	36%	27%	31%	20%
Published journal article	61	69	57	57	54
Published book chapter	9	9	11	6	9
Published book	4	3	6	1	3
Published formally distributed reports (e.g., technical report)	15	15	17	22	9
Oral presentations	43	54	35	35	38
Other	13	12	13	19	11
No visible activity	20	16	22	22	24

*Some Authors reported involvement in more than one activity.

TABLE VI

FACTORS ENTERING INTO DECISION TO CONTACT AUTHORS OF LISTED MANUSCRIPTS

Prior Awareness of Reported Work and the Reasons for Making a Request	All N=541	Percentage of Requestors JEP N=210	JPSP N=248	JAP N=41	JCP N=42
No prior awareness	87%	88%	89%	68%	93%
Prior awareness	13	12	11	32	7
Listing was important in decision to make request even though Requestor was previously aware of work	5	5	5	7	-
Reasons for request*					
Title showed relevance to Requestor's work	90%	91%	90%	85%	93%
Familiar with Author's program of research	20	18	24	20	10
Heard a report of the research contained in the listed manuscript	2	2	1	5	-
Read a report of the research contained in the listed manuscript	2	2	2	2	2
Other	4	4	2	10	5

*Some Requestors state more than one reason for requesting copy of manuscript.

Requestors deviated the most: 64% requested the paper relative to research and 29% requested the paper relative to clinical work.

Characteristics of Requestors and a Comparison of Their and Authors' Activities in Area of Listed Manuscript

The Requestors were self-selected by their activity in attempting to gain access to information through an informal channel, and their characteristics are most revealing when considered in relation to the functioning of the system of dissemination. Table VIII displays data on certain characteristics of Requestors. While about 30% had a degree below the doctorate (a figure comparable to the APA membership), they tended to be rather young at both degree levels. Of those with a doctorate, the median date of receipt was 1961. (By comparison, the median date of the doctorate in psychology was in the middle or late 1950's.) Of those with a degree below the doctorate, the median date of receipt was 1963. Thus, the Requestors seemed to be made up of two groups: rather young doctorates (probably ranging in age from the late twenties to middle thirties) and a group, presumably graduate students, who were nearly ten years

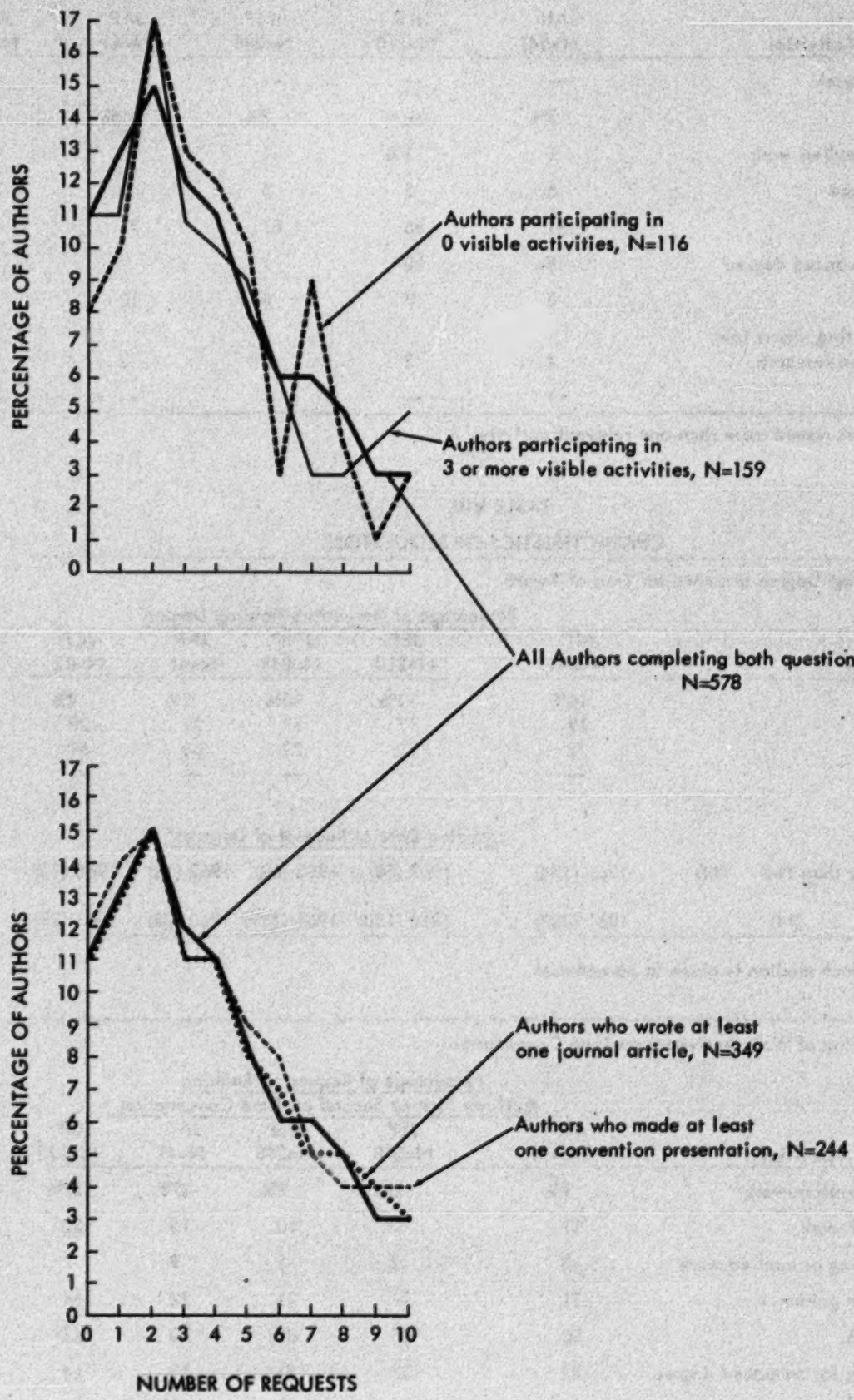

FIGURE 5. Percentage of Authors receiving 0–10 requests, with measures of scientific visibility in area as parameters.

TABLE VII

REQUESTORS' CURRENT WORK ACTIVITY TO WHICH REQUESTED MANUSCRIPT WAS RELEVANT

Work Activities	Percentage of Requestors Naming Each Activity*				
	All N=541	JEP N=210	JPSP N=248	JAP N=41	JCP N=42
Administrative work	--	--	--	--	--
Clinical work	3%	--	2%	2%	29%
Consulting or applied work	1	1%	1	5	--
Research guidance	6	5	6	2	12
Research	81	86	81	71	64
Studying for advanced degree	8	10	7	7	7
Teaching	8	7	8	10	5
Writing and editing, apart from reporting own research	4	2	5	2	2
Other	<1	--	1	--	--

*Some Requestors named more than one relevant activity.

TABLE VIII

CHARACTERISTICS OF REQUESTORS

A. Highest Degree and Median Year of Award

Degree	Percentage of Requestors Holding Degree				
	All N=541	JEP N=210	JPSP N=248	JAP N=41	JCP N=42
BA/BS	10%	11%	10%	2%	2%
MA/MS	19	17	17	29	29
PhD	72	72	72	68	69
Other	--	--	--	--	--
	Median Date of Receipt of Degrees*				
Other than PhD (N)	1963 (154)	1963 (58)	1962 (68)	1962 (13)	1962 (13)
PhD (N)	1961 (387)	1960 (150)	1961 (179)	1960 (28)	1961 (29)

*N for each median is given in parentheses.

B. Ranking of Work Activities on Time Consumption

Activities	Percentage of Requestors Ranking Activity First or Second on Time Consumption				
	All N=541	JEP N=210	JPSP N=248	JAP N=41	JCP N=42
Administrative work	9%	6%	7%	27%	27%
Clinical work	11	2	10	15	52
Consulting or applied work	3	2	3	9	7
Research guidance	21	21	21	22	14
Research	80	85	82	70	43
Studying for advanced degree	22	27	21	17	14
Teaching	45	48	48	37	31
Writing and editing apart from reporting own research	4	4	3	--	2
Other	3	4	2	2	--

TABLE VIII (Cont.)

CHARACTERISTICS OF REQUESTORS

C. Ranking of Work Activities on Information Demands

Activities	Percentage of Requestors Ranking Activity First or Second on Information Demands: All N=541	JEP N=210	JPSP N=248	JAP N=41	JCP N=42
Administrative work	1%	<1%	1%	--	--
Clinical work	7	1	6	15%	38%
Consulting or applied work	5	2	3	17	12
Research guidance	24	24	25	19	23
Research	91	94	94	78	76
Studying for advanced degree	19	23	17	17	15
Teaching	38	39	39	39	26
Writing and editing, apart from reporting own research	9	9	8	7	7
Other	2	2	1	--	--

D. Subject-Matter Areas of Psychology in which Requestors Seek Information

Area	Percentage of Requestors Seeking Information in an Area: All N=541	JEP N=210	JPSP N=248	JAP N=41	JCP N=42
Abnormal	38%	21%	47%	22%	83%
Animal and comparative	34	64	16	10	17
Developmental	43	36	51	29	48
Educational	19	11	20	46	24
Human experimental	69	93	58	44	40
Human factors	16	23	9	27	12
Personality dynamics	53	20	76	46	88
Personnel	10	2	6	61	17
Physiological	35	58	20	7	29
Statistics and measurement theory	56	54	56	68	52
Social	55	20	87	61	38
Testing and psychodiagnostics	30	12	33	51	81
Therapy	24	11	26	27	69
Other	10	9	9	20	14

younger. A spot check showed that Authors held more doctorates (90%) and were older—the median date of the doctorate was 1959.

In Table VIII-B, research leads in terms of time consumption among the duties of Requestors. Studying for an advanced degree is ranked first or second on time consumption by 22% of all Requestors, thus accounting for most of the 29% nondoctorates found in Table VIII-A. Among the journal subgroups, the JCP Requestors provided a distinctively different pattern of rankings in line with the journal's emphasis on clinical work and with the work activity to which the listed manuscript was regarded as relevant (Table VII). For this subgroup, clinical work was the activity most frequently ranked high on time consumption (52%).

Table VIII-C shows that research was listed first or second on information demands by nine out of ten (91%) of all Requestors and was so ranked even more frequently by the basic research journals (JEP and JPSP). Clinical and applied work were frequently ranked as exerting high information demands on the JAP and JCP Requestors. As a consequence, only three out of four of these Requestors ranked research as first or second on this measure.

The distinctive patterns of subject-matter interests of the Requestor subgroups (Table VIII-D) are generally in line with the content of the journal. The JEP Requestors primarily seek information in animal and comparative, and human experimental psychology; the JPSP Requestors in social psychology and personality dynamics; the JAP Requestors in personnel and social psychology and statistics and measurement theory; and the JCP Requestors in personality dynamics, therapy, and testing and psychodiagnostics.

Table IX compares the activities of the Authors and the Requestors in the same area as the listed manuscript. In viewing these data, it should be recalled that the work reported in the listed manuscript was often completed about a year before its listing was published. Also, the Author for which an address is listed most frequently has a doctorate and is senior in age to the Requestors trying to contact him.

A summary of Table IX would emphasize that fewer Authors than Requestors are currently, or planning to become, engaged in work in the same area as the listed manuscript. However, Authors led in those activities that would reflect their greater seniority, such as supervising research and preparing reports, and were most infrequently working on or planning theses. Differences among journal subgroups on these measures seem minor and do not fall into any special pattern.

Effects on the Work of Authors and Requestors of Information Exchanges Generated through Listed Manuscripts

The discussion of Table IV showed that, since few Requestors directed much information back to the Authors, the Requestor's behavior, as might be anticipated, had little effect on the Author's work. Nevertheless, about 8% of all Authors who completed the Final Author Questionnaire reported becoming acquainted with work of high interest to them. This percentage is about the same as the 6% of Requestors who had acquainted Authors with their (the Requestors') own work and the 1% who had acquainted the author with the work of others.[9] The JAP Authors, in line with the greater activity of the JAP Requestors, led in encountering work of high interest (14%). Modification of the Author's work, resulting from this feedback, was so infrequent that analysis was unfeasible; only 8 out of 305 Authors reported any modifications.

Modifications were considerably more common among Requestors: 15% reported some modification in either current or planned work. As shown in Table X, Requestors reported modifications most frequently in conducting or planning of research, with more persons reporting modification of their current research. Only minor differences seem to exist among journal subgroups in terms of the percentage reporting modifications (range 13 - 21%) and the location of such modifications in the Requestors' work. Of those reporting modifications, 25% held a degree below the doctorate, and this quantity is very close to the percentage (30%) holding these degrees among all Requestors.

Table XI lists the type of modification and shows that a single modification is most frequent in each work activity. With regard to research, the principal modification was the adoption of a new method while the incorporation of additional material into a report was the most frequent relative to writing up research. The usual effect on teaching was also the incorporation of additional material.

Authors' Opinion of Listings and Suggestions for Improving the Innovation

Authors generally agreed (91%) that they found the listing worthwhile and that they were not greatly inconvenienced because their paper had been listed (only 6% reported such inconvenience).

The problem of generating copies for Requestors concerned most of those few Authors who made suggestions for improving the listings. Those suggestions are listed below along with the number of persons (in parentheses) who offered each suggestion:

(1) Authors should be warned about listings before submission of the article so that copies can be made from original manuscript (9).

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[9]The method of sampling Requestors would permit direct comparison of these percentages. Apparently, Requestors make rather an accurate judgment of the authors' interests in offering information, and their activity in this regard should be encouraged.

TABLE IX

AGTIVITIES OF AUTHORS AND REQUESTORS IN SAME AREA AS RESEARCH REPORTED IN LISTED MANUSCRIPT

Activity	Percentage of Group Engaged in Activity					
	Previous Work in Area		Present Work in Area		Planned Work in Area	
	Authors	Requestors	Authors	Requestors	Authors	Requestors
A. Data for all Respondents	N=603	N=541	N=305	N-541	N=305	N=541
Conducting research	(100%)*	41%	64%	69%	19%	35%
Supervising research (and theses)	**	15	43	25	14	19
Conducting applied work	**	3	9	7	2	6
Teaching course	**	15	35	27	11	17
Preparing convention presentation	43	7	14	9	8	6
Preparing journal article	61	30	44	30	12	17
Preparing own thesis	30	8	2	15	<1	5
Other	**	1	3	5	1	1
No activity	(0)*	51	24	14	62	48
B. Data for JEP Respondents	(N=232)	(N=210)	(N=101)	(N=210)	(N=101)	(N=210)
Conducting research	(100%)*	43%	70%	76%	20%	35%
Supervising research (and theses)	**	11	50	26	13	21
Conducting applied work	**	2	3	3	4	3
Teaching course	**	13	42	26	13	20
Preparing convention presentation	54	8	16	10	10	8
Preparing journal article	69	12	55	31	14	18
Preparing own thesis	36	6	3	14	1	6
Other	**	<1	2	14	--	<1
No activity	(0)*	50	22	10	61	44
C. Data for JPSP Respondents	(N=212)	(N=248)	(N=117)	(N=248)	(N=117)	(N=248)
Conducting research	(100%)*	42%	73%	64%	21%	34%
Supervising research (and theses)	**	14	57	24	15	18
Conducting applied work	**	2	7	4	2	4
Teaching course	**	16	42	29	12	17
Preparing convention presentation	35	8	16	8	9	4
Preparing journal article	57	13	44	30	11	17
Preparing own thesis	27	9	3	15	1	4
Other	**	1	.6	5	2	1
No activity	(0)*	51	15	17	59	53
D. Data for JAP Respondents	(N=68)	(N=41)	(N=36)	(N=41)	(N=36)	(N=41)
Conducting research	(100%)	46%	39%	73%	22%	37%
Supervising research	**	10	17	22	17	12
Conducting applied work	**	12	11	27	11	27
Teaching course	**	15	14	34	14	10
Preparing convention presentation	35	--	3	12	3	10
Preparing journal article	57	10	19	32	8	15
Preparing own thesis	31	12	--	22	--	7
Other	**	--	3	2	--	--
No activity	(0)*	41	50	7	61	41

TABLE IX—Cont'd.

ACTIVITIES OF AUTHORS AND REQUESTORS IN SAME AREA AS RESEARCH REPORTED IN LISTED MANUSCRIPT

Activity	Percentage of Group Engaged in Activity					
	Previous Work in Area		Present Work in Area		Planned Work in Area	
	Authors	Requestors	Authors	Requestors	Authors	Requestors
E. Data for JCP Respondents	(N=91)	(N=42)	(N=51)	(N=42)	(N=51)	(N=42)
Conducting research	(100%)	21%	49%	60%	12%	38%
Supervising research (and theses)	**	10	18	21	12	17
Conducting applied work	**	5	24	29	--	7
Teaching course	**	12	24	10	8	10
Preparing convention presentation	38	5	16	14	2	5
Preparing journal article	54	5	39	17	14	17
Preparing own thesis	20	2	2	7	--	5
Other	**	2	--	7	2	2
No activity	(0)*	62	31	19	69	43

*The percentages in parentheses are inferred from the fact that all authors (100%) would, of necessity, have been involved in conducting research previous to the listing of their manuscript.

**No data given.

TABLE X

FREQUENCY AND LOCATION OF EFFECTS WITHIN REQUESTORS' WORK RESULTING FROM CONTACTS WITH AUTHORS OF LISTED MANUSCRIPTS

Work Activity Modified	Percentage of Requestors Reporting Modifications in Current or Planned Work									
	All (N=541)		JEP (N=210)		JPSP (N=248)		JAP (N=41)		JCP (N=42)	
	Current	Planned	Current	Planned	Current	Planned	Current	Planned	Current	Planned
Conducting research	8%	4%	11%	4%	6%	4%	12%	7%	7%	7%
Supervising research and theses	1	-	2	-	1	-	1	-	-	-
Conducting applied work	<1	1	1	<1	-	<1	-	-	-	2
Teaching course	2	<1	1	<1	3	-	5	-	2	2
Preparing convention presentation	1	<1	-	-	1	-	5	-	-	-
Preparing journal article	3	1	3	1	4	1	-	2	-	2
Preparing own thesis	1	1	1	-	1	1	-	2	-	2
Other	1	<1	<1	<1	1	-	2	-	-	-
Total reporting any modification	15%		15%		13%		20%		21%	

(2) If the journal would accept mimeographed manuscripts, a separate copy for preprints would be eliminated (3).

(3) To lessen unnecessary requests, prepublication abstracts should be distributed by Authors or published in such a journal as Psychological Abstracts (2).

(4) Requestor should give sufficient address information (1).

(5) Article should be left with some central agency which would make copies at cost of the requestor (1).

(6) Author should indicate if preprints are available and, if so, indicate this in journal listing (1).

(7) Requestor should be asked to send money or stamps for postage with request (1).

TABLE XI

MODIFICATIONS OF REQUESTORS' WORK BY CONTACT WITH AUTHOR OR AUTHOR'S WORK

Type of Modification	Number of Each Type of Modification Reported by Requestors				
	All N=81	JEP N=32	JPSP N=32	JAP N=8	JCP N=9
Modification of research					
Application of new method	28	12	7	4	5
Modified treatment of data	7	4	3		
Suggested new hypotheses	2	2			
Influenced conceptualization of area	9	2	4	2	1
Suggested new variable	5	4	1		
Stimulated additional research	6	5		1	
Other effects on research	3	1	2		
Modification of Requestor's reporting his own research					
Suggested incorporation of additional material	19	11	8		
Suggested new organization	9	2	5	1	1
Suggested new approach	4		2	1	1
Confirmed a point of view or orientation	2		1		1
Other effects on presentation of Requestor's own work	2	1	1		
Modification of teaching					
Suggested incorporation of new material	16	5	7	2	2
Suggested reorganization of area	2		2		
Other teaching modifications	1				1
Modification of applied work	5	2	1	1	1

SUMMARY

The Project undertook the innovation of listing manuscripts shortly after their editorial acceptance, by title and authors' names and addresses, in long-publication-lag, core psychological journals. This was a step toward reducing the long period of public inaccessibility between the time a researcher completes his work and when it appears in a scientific journal. Specifically, the innovation sought to enhance informal communication among active researchers, during the period a report of the research is normally unavailable to the scientific public, by publicly announcing "relatively" recently completed work via a formal channel—the archival journal.

A seven-month trial of this innovation resulted in about 2,600 requests directed to 603 Authors. About nine out of ten Authors received requests, and a median of four requests was directed to those persons receiving any requests.

The Requestors were generally persons who would have obtained, through subscriptions or reprint requests, the same information in another form at some date normally more than a year later. It was therefore evident that requests were made in order to circumvent the long publication lag existing for the four journals used in the trial. In line with this, the listings received the greatest use immediately following the mailing of the issue in which they appeared—two thirds of all requests being made in the first five weeks. The picture of the Requestor who used the listing emerges from the findings as that of a very young researcher who is exerting a considerable effort to obtain access to recent findings as quickly as possible and who is unlikely to have access to the information through "invisible college" channels of communication. About two thirds of the Requestors held the doctorate and the median age of the degree was only 3 - 4 years at the time of the study. The remaining one third, mostly graduate students, held lower degrees awarded in the past two years.

About a quarter of the Requestors failed to receive a copy of the requested manuscript. (Some Authors indicated they had difficulty in copying the manuscript and, in some instances, in obtaining postage.) One third of the Requestors who received a manuscript had not used it, so only slightly more than half of the Requestors (55%) had both received and used the manuscript at the time of the survey. Of these persons, about one third reported that their work was modified through any contact with the manuscript or its author.

In the interchanges that resulted from the listings, far less information moved in the direction of the Authors, so of course there was less possibility of it affecting their work. While 30%

of the Requestors had, or were planning to have, some contact beyond the request for the manuscript, a maximum of 7% had transmitted information of their own to Authors. The few Requestors who did this seemed rather successful, however, because the Authors regarded the information they did direct as highly relevant. The success of these few would suggest the need to stimulate more such informal interactions with authors at an early stage in the dissemination of findings. The beneficial effects to science of giving a researcher quick knowledge of the interpretation and applications made of his research would seem to go beyond scholarly courtesy. Such feedback could serve to stimulate new ideas in the researcher, avoid duplication, and prevent misinterpretation. Although Requestors as a group are junior, and perhaps timid, they should be encouraged to use this opportunity for quick feedback to authors via informal channels at this early stage.

All in all, the listing of manuscripts accepted does seem to be serving the functions for which it was planned. The outstanding feature of the dissemination process in psychology, as it existed in 1964, was the small number of media which make information readily available to the entire scientific community. The media which did disseminate information did so relatively late and in only a few forms. The listings have enlarged the number of generally accessible media and have extended this accessibility to a point in time closer to that stage when a report of the work is first possible.

PART II

A PRECONVENTION PUBLICATION OF CONTRIBUTED PAPERS OF THE ANNUAL APA CONVENTION

The APA annual convention emerged early in the Project's findings as a natural candidate for innovation.[10] Contrasted with the remainder of the system for dissemination of scientific information in psychology which was found to consist mainly of such formal channels as journals and books typically with long publication lags and of such fast but limited and private informal channels as preprint exchange groups, the APA annual convention was found to be neither slow nor inaccessible. Rather, it appears to have many special features and functions.

First of all, the convention is an early and important outlet in the dissemination process. It occurs about 15 months prior to the time of journal publication of the contents of presentations and includes a sizable proportion of American psychology's yearly scientific output in the approximately 1,000 presentations within its sessions. (For comparison, about 5,000 journal articles are published by the APA membership per year.) In this role, it is the largest of all psychological meetings and the broadest in subject matter.[11]

Second, the convention presentations receive some screening for quality and are generally interim reports of work which will later be published in some archival form – at least two-thirds of all presentations at recent conventions are eventually published. Third, since there are often more than 10,000 attendants at a single convention, such presentations command a large potential audience. Finally, the convention offers, among all channels, the greatest range of opportunities for scientific communication in both range and number. An attendant can choose to establish nearly any degree of contact with the contents of a single paper or its authors, from merely glancing at its abstract in the program to attending the session and approaching the author to discuss specific questions or to pursue common scientific interests.

The choice of a preconvention publication of contributed papers as one particular innovation to be tested took advantage of the fact that the convention handled many brief research reports and already possessed the mechanics for screening such contributions.[12] The choice of the innovation and its detailed design were directed at three major objectives:

1. To establish an early and widely accessible means for dissemination of current research reports in psychology. The publication should furnish a researcher with findings that are more current than he can find in most other media[13] and should therefore be a widely read one.

2. To offer an alternative to journal publication and thereby to relieve the psychological journals of some of the pressure of submitted manuscripts. In particular, it was hoped that the publication of these brief research reports would permit the journals to move toward a policy of reserving archival publication for long reports of major research efforts. (To this end, the APA Publications Board had established a policy on one brief report outlet, Psychonomic Science, that permits authors in that journal to republish parts of a brief report in conjunction with other data. This policy was extended to the preconvention publication described here.) In addition, a publication connected with the convention might be an especially effective and economical medium in terms of publishing the work of the many persons found in every discipline who publish a single article and who then move into teaching or applied work.[14]

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[10] B. C. Griffith and W. D. Garvey, "The National Scientific Meeting in Psychology As a Changing Social System," American Behavioral Scientist, 1966, 10, 2, 3-8.

[11] B. E. Compton, "The Convention Presentation: Interim or Ultimate Type of Dissemination?" American Psychologist, 1965, 20, 300-302.

[12] For a detailed description of the factors which led to the choice of this innovation, see W. D. Garvey and B. C. Griffith, "Scientific Communication: The Dissemination System in Psychology and a Theoretical Framework for Planning Innovations," American Psychologist, 1965, 20, 157-64.

[13] Competitors in psychology are Science and Psychonomic Science.

[14] Data collected over a five-year period indicate that about two-thirds of the some 27,000 persons who published (had their names listed among the authors of psychological journal articles) during this period published only one article. Similar distributions exist for most sciences. See D. J. de S. Price, Little Science, Big Science (New York and London: Columbia University Press, 1963).

3. To publish and distribute the details of research prior to the convention so as to establish a basis for more effective informal exchanges of information at the paper sessions. It was envisioned that the preconvention publication of the contents of papers would have a series of effects. First, it would furnish rather complete information on the author's work and allow convention attendants to make an early judgment as to the relevance of that work. Some attendants would thus be relieved of the necessity of attending the session to judge the work's relevance. On the other hand, the scientist who did find the work of interest could learn enough about the author's work to be prepared to discuss specific questions with the author either through correspondence or at the convention session. This should result in a smaller but better informed and more highly motivated audience at the paper session itself. In addition, the speaker should feel freer to discuss the implications of his research and his recent work since there is a reasonably public and complete record of his study in existence. Presumably, details of method and procedure that are often of dubious suitability for oral communication could be largely eliminated from the author's presentation.

The following part of the report is primarily concerned with the extent to which these objectives were fulfilled and with the effects produced within the experimental trial of this innovation in communication.

METHOD

Early in 1964, a series of decisions were reached to undertake an experimental edition of the preconvention publication, to be entitled Proceedings of the 73rd Annual Convention of the American Psychological Association 1965. At the annual convention of that year six APA divisions were invited by the Project's staff and Advisory Panel to cooperate in the 1965 trial edition. The five Divisions that agreed to participate were: Experimental (3), Comparative and Physiological (6), Clinical (12), Educational (15), and Counseling (17). These five Divisions sponsored 183 contributed papers, or approximately 40% of all contributed papers presented at the 1965 convention. A volume containing all contributed papers sponsored by these divisions appeared seven weeks prior to the September date of the 1965 APA annual convention.

The 1965 Proceedings published brief reports (not exceeding 1,800 words) based on the contents of those contributed papers accepted by the program committees of the five cooperating Divisions. A printed article of this length in the chosen format filled the front and back of an 8-1/2 x 11 inch page. Figures, tables, references, acknowledgments, and notes could be used if an appropriate reduction in text was allowed by the author. Appendix B is the facsimile of an article published in the Proceedings.

Copies of the 1965 Proceedings were distributed without charge to the 6,800 members of the five participating Divisions and to over 300 institutional libraries. Slightly more than 170 copies were sold (at a cost of $3.00 each) through mail orders, and another 440 copies were sold at the convention. Most (7,200) of these 7,710 copies of the Proceedings were distributed prior to the time of the convention.

The contributed papers were separated into: an "experimental" group consisting of those published in the Proceedings and a "control" group consisting of papers, comparable in content to those published in the Proceedings, from Divisions not included in the trial edition of the Proceedings. For both groups of papers, the scientific-information-exchange activity of three categories of subjects—Authors, Requestors, and Attendants—was ascertained. In addition, a study of immediate readership of the "experimental" group of papers was also conducted.

Authors—those persons who wrote and "presented" the papers under study—were divided into two subgroups: Authors (P) of papers published in the Proceedings, and Authors (C) of the Control papers. The Proceedings Author questionnaire (See Appendix C) pertained to the history of the work to be reported at the convention, the extent of oral or written dissemination of the work prior to the convention, and the future publication plans for the main content of the convention presentation. With this questionnaire, Authors received a form on which they were asked to list the names and addresses of persons requesting copies of their presentations. These forms were collected about three weeks after the convention.

Requestors were those who attempted to obtain from Authors copies of either the Proceedings articles or Control papers. These persons were surveyed, (1) to discover what information sources led them to request copies and (2) to obtain data on any subsequent interaction, and its purpose, between Requestor and Author.

The Attendants group was drawn from samples of persons attending the paper presentations. This study was, first, an attempt to ascertain how widely the Proceedings papers had

been read previously by those who attended the sessions and, second, an effort to discover the nature and extent of Attendants' interaction with Proceedings Authors and with Authors of Control papers.

The Immediate Readers group comprised a sample of persons to whom copies of the Proceedings had been mailed prior to the convention. The purpose of the study was to discover which articles, if any, in the Proceedings were read first by recipients and the relationship of the content of first-read articles to the readers' Divisional affiliation(s).

Examples of the questionnaires used for the various groups in connection with Proceedings papers appear in Appendix C. (Appropriate adjustments were made in the format of the questionnaires used for the three groups studied in relation to the Control papers.) Table XII shows the sizes of the various samples and the response rates.

TABLE XII

SAMPLES USED IN STUDY OF 1965 CONVENTION PAPERS

Survey	Questionnaires Mailed	Usable Questionnaires Returned	Rate of Return
Authors			
Proceedings	184	165	90%
Control	173	139	80%
Requestors			
Proceedings	240	199	83%
Control	281	210	75%
Attendants			
Proceedings	384	320	83%
Control	355	265	75%
Immediate Readers			
Proceedings	1164	629*	54%

*Since the Immediate Readers survey was intended to assess readership prior to the convention, it was discontinued after the convention. Nonrespondents at that date were sent a follow-up questionnaire. The results of this second survey indicated that 58% of the persons who had not responded to the first survey either did not have an opportunity to examine their copy of the Proceedings prior to the convention (48%) or did not read any of the papers (10%) during this period. Twenty-four percent of the nonrespondents to the original questionnaire either were not aware of, or did not recall, that a questionnaire was enclosed within the copy of the Proceedings that they received.

CHARACTERISTICS OF RESPONDENT GROUPS

Educational Status

Table XIII presents data on the highest academic degrees of the respondents in the various groups studied. Although a majority of each group held doctorates and the groups generally exceeded the percentage of the APA membership holding doctorates (approximately 65%), a few differences emerged. Respondents in the Immediate Readers group held the largest proportion of doctorates. This result stems from the fact that the sample was drawn from members of APA Divisions participating in the trial edition of the Proceedings and a doctorate is typically requisite for membership in these Divisions. Among the remaining groups, Authors had the greatest and Attendants the smallest proportion of doctorates. Other than the Attendants (P=72%; C=67%), the percentages of doctorates in the Proceedings and Control groups were equivalent.

With the exception of the Immediate Readers, the percentages of respondents studying for advanced degrees approximated the percentage of nondoctorates in each group. Immediate Readers had the smallest percentage (again a result of membership requirements), and Authors had the next lowest percentages of "students."

TABLE XIII

HIGHEST ACADEMIC DEGREES OF RESPONDENTS

	Authors		Requestors		Attendants		Immediate Readers (Proceedings only)	
	Proceedings N=165	Control N=139	Proceedings N=199	Control N=210	Proceedings N=320	Control N=265	Readers N=542	Nonreaders N=87
Percentage Holding Degree								
Doctoral	85%	85%	76%	77%	72%	67%	90%	92%
Nondoctoral	15	15	24	23	28	33	10	8
Studying for advanced degree*	12	11	21	20	21	25	5	3
Median Date of Degree								
All degrees	1962	1960	1961	1961	1961	1960	1954	1953
Doctoral	1961	1959	1961	1961	1959	1959	1955	1953
Nondoctoral	1963	1963	1963	1962	1963	1961	1951	1958**

*Respondents in nondoctorate categories who spend some portion of their time in studying for advanced degrees.
**Only seven nondoctorates are included in this group.

The dates of highest academic degrees were equivalent for all groups except the Immediate Readers – again a result attributable to the population of Immediate Readers. With that exception, the dates are more recent than the median for the APA membership of about 1955 at the time of the surveys.

Scientific and Professional Activities

In Table XIV, the respondents' ranking of professional activities on the basis of time consumption show that all groups were scientifically active. In general the Immediate Readers group had the most distinctive pattern of activities. This group was more involved than the others in administration, clinical work, and writing and editing, and was less involved in research guidance, and studying for an advanced degree. The only difference of any magnitude between Readers and Nonreaders in this group was that reflecting the Readers' greater research activity.

As might be anticipated, Authors showed the greatest involvement in research. Apart from the Authors' research emphasis, there were no outstanding differences in the percentages of Authors, Requestors, and Attendants indicating the various activities. Within groups, however, some trends emerged. For example, a larger percentage of Proceedings Requestors than of Control Requestors were active in clinical work. Such a finding was not unexpected since the main source of clinical papers was Division 12, one of the five participating in the Proceedings, and since the many psychologists engaged in clinical work who are not members of this Division did not automatically receive copies of this publication. Though research was the predominant activity for both Proceedings and Control Requestors, a somewhat larger percentage of the latter indicated this activity. The lower percentage for Proceedings Requestors could be because the main body of "experimentalists" in APA—the combined membership of Divisions 3 (Experimental) and 6 (Comparative and Physiological)—received copies of the Proceedings (both Divisions having cooperated in the trial of the Proceedings). Of great interest is the large difference between Proceedings and Control Attendants in terms of the percentage of Attendants of Proceedings paper sessions who were involved in research. A later portion of this report discusses the implications of this finding in detail.

SCIENTIFIC COMMUNICATION BASED UPON PROCEEDINGS AND CONTROL PAPERS

Timing of Principal Stages in Development and Dissemination of Main Contents of Convention Papers

The flow chart in Figure 6 permits a comparison between the dissemination process for Proceedings papers and for Control papers. The chart's time reference is the date of the 1965 APA convention. The various times reported are, with certain exceptions, medians of data collected in the present series of studies. The exceptions are based on data from previous studies or on such existing information as the time lags then associated with the publication of Psychological Abstracts.

Work reported by both Proceedings and Control groups started on the average about 21 - 24 months prior to the APA convention and reached a report stage some 15 months later (about 9 - 12 months prior to the convention). Since Proceedings Authors were required to submit their entire papers six months prior to the convention and Control Authors were required to submit only abstracts of their work at this time, one might expect Proceedings Authors to report somewhat "older" work. The data do not support such a prediction but indicate that the work for both groups of papers was started at approximately the same time and reached the report stage about nine months prior to the convention.[15]

The 1965 Proceedings was published and its contents became public information seven weeks prior to the convention, or at about the time Authors of Control papers were starting to write their papers.[16]

Three months after the convention the abstracts of the Proceedings papers were published in the Psychological Abstracts and indexed in the 1965 index issue of that journal. During this same interval, those Authors in both the Proceedings and Control groups who planned to publish

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[15] Technically, authors are required to have completed the work reported in their contributed papers prior to the submission of their abstracts or papers to the Divisional program committees. These data suggest that the authors as a whole follow this rule. It has always been assumed that authors may report additional new work during their presentations at the convention. A preconvention publication of contributed papers which is widely disseminated to potential paper-session attendants provides authors with a publicly available "working paper" to which new information on relevant work may be added.

[16] In 1965 the Proceedings was actually published a few weeks prior to the publication of the convention program (and abstracts of the contributed papers) in the July American Psychologist.

TABLE XIV

PERCENTAGE OF RESPONDENTS RANKING ACTIVITIES FIRST OR SECOND IN TERMS OF TIME CONSUMPTION

Activity	Authors		Requestors		Attendants		Immediate Readers (Proceedings only)	
	Proceedings N=165	Control N=139	Proceedings N=199	Control N=210	Proceedings N=320	Control N=265	Readers N=542	Nonreaders N=87
Administration	14%	16%	19%	20%	17%	21%	33%	35%
Clinical work	23	20	26	16	22	28	48	45
Consulting or applied work	8	9	12	13	6	15	13	5
Research	71	76	57	69	66	52	47	30
Research guidance	25	22	22	24	25	22	17	14
Studying for advanced degree	11	7	17	13	16	16	2	2
Teaching	40	39	38	35	38	32	37	42
Writing and editing*	6	4	5	7	5	8	8	10
Other	--	2	2	1	2	1	1	1

*Apart from own research.

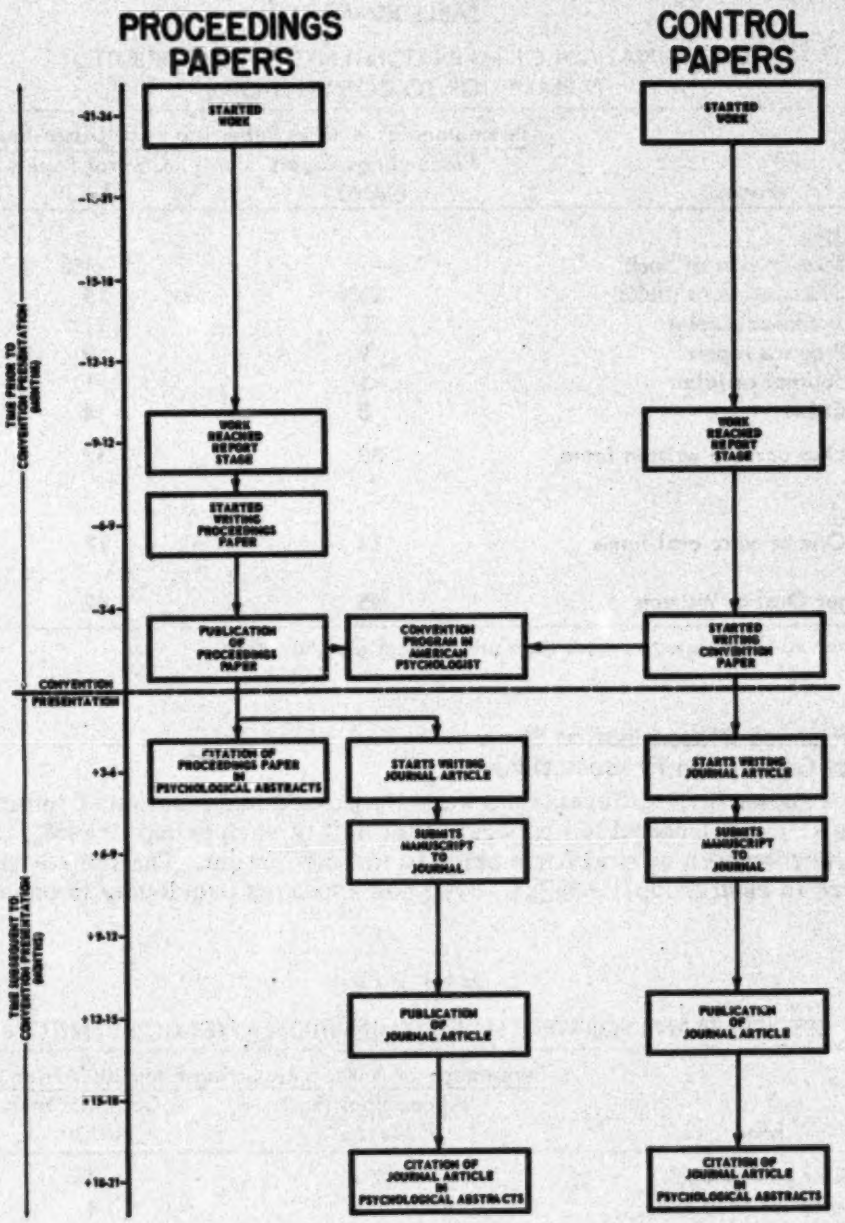

FIGURE 6. The dissemination process from the time the researcher begins his work until a report of the results can be retrieved from a secondary source, Psychological Abstracts. (This process for the Proceedings papers shows on the left and for the Control papers on the right. The chart takes as a time reference the date of the 1965 APA convention. The times on the ordinate are relative to this date.)

the main contents of their convention presentation started writing manuscripts for journal articles. These articles could be expected to appear in journals some 12 - 15 months after the convention and to be abstracted in the Psychological Abstracts about 18 - 21 months after the convention.

The dissemination process depicted in Figure 6 has three major implications. First, the Proceedings papers can be (and, in fact, were) reports of work as current as that which is usually presented in APA convention papers. Second, the 1965 Proceedings constitutes a formal publication (i.e., both public and archival) of the main content of convention papers more than a year before such work is apt to appear in a scientific journal. Third, abstracts of the Proceedings papers can (and did) appear in psychology's major secondary source, Psychological Abstracts, within the same year in which the Proceedings is published and the convention takes place. As a result, scientific information reported in the Proceedings can be retrieved through a standard secondary source approximately 15 months earlier than similar information reported at the APA convention but not published in the Proceedings.

TABLE XV-A

DISSEMINATION OF MAIN CONTENTS OF CONTRIBUTED PAPERS PRIOR TO CONVENTION

Form	Percentage of Authors Reporting Prior Dissemination*	
	Proceedings Papers N=165	Control Papers N=139
Written		
Book or part of book	--	<1%
Dissertation or thesis	21%	15
Technical report	10	11
Progress report	9	9
Journal article	<1	<1
Other	3	4
One or more written forms	38	37
Oral		
One or more oral forms	14	17
Either Oral or Written	45	42

*Some Authors reported more than one form of dissemination.

Previous and Planned Dissemination of Main Content of Convention Presentations

Table XV-A shows little difference between the prior dissemination of information reported in Proceedings (P) and Control (C) papers; about half of each group (P=45%; C=42%) had been reported in either written or oral form prior to the convention. The information in about four out of ten papers in each group (P=38%; C=37%) had appeared previously in one or more written forms.[17]

TABLE XV-B

SPECIFIC PLANS FOR WRITTEN DISSEMINATION AFTER CONVENTION

Form	Percentage of Authors Reporting Planned Written Forms	
	Proceedings Papers N=165	Control Papers N=139
Book or part of book	4%	4%
Dissertation or thesis	1	4
Technical report	4	6
Journal article	58	77
Other	1	<1
One or more written forms	61	83

Publication plans for the content of convention papers appear in Table XV-B. The Control papers, 83% of which were destined for one or more forms of publication, clearly exceeded the number of Proceedings papers (61%) for which such plans were indicated. The 22% difference (P=61%; C=83%) between these two groups is equivalent to the difference found for one particular medium of dissemination, the journal article (P=58%; C=77%).

Since one of the main goals of the Proceedings trial was to determine what effect preconvention publication of this type would have upon journal publication plans, more detailed information on the publication fate of the contributed papers was obtained. Thirty-nine percent of the Proceedings Authors reported that they had no immediate, specific plans for publication, but three-fourths of these same respondents indicated that they did plan eventual publication of the content of their papers in combination with other work at some later, undetermined date. The major medium they planned to use was the journal article. When Proceedings Authors were

[17]Though a 6% difference was found between the Proceedings and Control papers with regard to previous dissemination through theses and dissertations (P=21%; C=15%), a larger percentage of the Control Authors indicated that their presentations would be reported in theses or dissertations after the convention. The total percentage of presentations based on work for theses or dissertations is, therefore, nearly equivalent for the two groups (P=21%; C=19%).

asked specifically whether the publication of the paper in the Proceedings had influenced their decision not to publish immediately, one in five stated that it definitely had.[18] Four percent of the Authors reported, without explanation, that publication in the Proceedings had curtailed their future publication plans.

In spite of some uncertainty as to the archival status of the 1965 Proceedings, nearly a fourth of the Proceedings Authors reported that they planned to at least delay publication because their papers had been published in the Proceedings. So one of the most important effects of this type of preconvention publication of all contributed papers to be presented at an APA convention might well be a substantial reduction in the number of manuscripts submitted to APA journals within the year immediately following a convention.

Speculating from the data at hand, and with allowance for the uncertainty of Authors as to the archival status of the 1965 Proceedings, it does not seem too unreasonable to predict that the publication of all the contributed papers presented at an APA convention could reduce the number of manuscripts submitted to APA journals by some 200 within the year immediately following the convention. When and if the material in these Proceedings papers does eventually appear in the journal literature, it will mainly be as part of longer reports dealing with several studies.

TABLE XVI

MANNER OF PRESENTATION AND CONTENT OF CONTRIBUTED PAPERS

Manner of Presentation and Content	Percentage of Proceedings Authors N=118*	Percentage of Control Authors N=168*
Paper read from text	56%	85%
Content identical with Proceedings paper	19	**
Some additional information presented	30	**
Extensive additional information presented	8	**
Paper presented without reference to text	44	15
Content identical with Proceedings paper	7	**
Some additional information presented	27	**
Extensive additional information presented	10	**

*The N does not include data on the formally scheduled discussion sessions of Divisions 8 and 12, as no papers were read at these sessions. Instead, small groups of persons discussed specific papers with individual authors.

**Such a comparison was not possible in the Control group of Authors whose papers had not been included in the Proceedings.

Manner of Presentation and Size and Responsiveness of Audience

Table XVI presents information on the manner in which convention papers were presented and, for Proceedings papers, the extent to which the convention presentation duplicated the preconvention publication. The table does not include data on the formally scheduled discussion sessions sponsored by Divisions 8 and 12, since in these instances Authors discussed the contents of their papers with small groups of individuals instead of making presentations.

Most contributed papers of both Proceedings Authors and Control Authors were read directly from a text. The percentage of Control Authors (85%) so reading their papers was considerably larger, however, than that of the Proceedings Authors (56%). Approximately a fourth of the Proceedings Authors (19% who read their papers and 7% who made their presentations without reference to a text) did not in fact go beyond the information contained in their preconvention published papers. More than half (30% who read from the text and 27% who did not do so) presented additional data not contained in their Proceedings articles, and approximately

[18] Some of the reasons the Authors give are as follows: "Published Proceedings paper reaches larger audience than journal in which I planned to publish the article." "Since the Proceedings is to have sufficient circulation and availability and since our paper is a complete report of our work, publication elsewhere would seem unnecessary." "Reasonably adequate statement of the problems and results were given in Proceedings. It is quite comparable to a Science paper." "I wanted to let colleagues know of a general nature of the long-term problem – the Proceedings and convention do this nicely." "The Proceedings paper gave rapid publications to the central ideas involved in this work." "Wanted to get the idea in print in a basic form. The Proceedings allowed for this. Now I can take a little time to develop it more fully." "The Proceedings provides a medium for communicating my results to interested persons and counts as a publication credit."

one in five Authors presented extensive additional information—often reporting two or more supplementary experiments.

The audiences for Proceedings papers tended to be smaller than those for Control papers. Median attendance of Proceedings papers was 35.5, with a range of 6 - 120; median attendance for Control papers was 44, with a range of 11 - >150. The smaller audiences for the Proceedings papers contained a greater concentration of researchers currently active in the same subject-matter areas as those represented by the presentations they attended, and actually, the absolute number of active researchers in the audiences of the two groups was, on the average, very nearly equivalent (P, Mdn=15; C, Mdn=13). The larger average size of audiences for Control papers was mainly because a greater number of persons attended who were not actively involved in the area of the presentation.

TABLE XVII

ATTENDANTS' PARTICIPATION FROM FLOOR DURING PAPER SESSIONS

Number of Attendants Directing Inquiries to Authors	Percentage of Authors to Whom Inquiries were Directed	
	Proceedings Authors N=118*	Control Authors N=168*
0	23%	55%
1	30	26
2	17	7
3	14	7
4	9	2
5	4	--
6	2	1
7	--	1

*Data related to scheduled discussion sessions of Divisions 8 and 12 are not included.

Table XVII presents data on audience participation from the floor of the sessions. The majority of paper presentations in each group (excluding those of Divisions 8 and 12 which were limited solely to discussion) followed the traditional pattern of the Author making a "formal" presentation of his work before an audience. Considerably greater audience participation characterized the Proceedings-paper sessions, and, as Table XVII shows, more than half the Authors of Control papers had no inquiries or discussion from the floor of the session relative to their presentations.

The Stimulus for Requesting Contributed Papers and the Outcome of Such Requests

Nearly all Authors received inquiries relative to their presentations (P=96%; C=99%) and very few (P=2%; C=<1%) of these inquiries did not include requests for copies. The median number of requests for Control papers (10) was slightly greater than that for Proceedings articles (6). The published convention program was the main source of the Requestors' initial awareness of the papers they requested, as Table XVIII shows. Since the 1965 Proceedings was published before the convention program appeared in the July 1965 American Psychologist, the latter was a considerably less important initial source for Requestors of Proceedings papers than for Requestors of Control papers (P=57%; C=82%). About a third of the Requestors of Proceedings papers first became aware of the papers they requested by perusing them in the Proceedings.[19] In view of the rather large distribution of over 300 copies of the Proceedings to institutional libraries, the percentage of Requestors (3%) reporting such libraries as a source appears small.[20]

Only a very small proportion of either group of Requestors (P=15%; C=17%) had any familiarity with the previous work of the Author to whom they directed their request or with any program or project of which the convention paper was a part. Still fewer (less than 1% in either

[19]The seeking of Proceedings articles for reprint files is reflected by the 16% who requested reprints after having seen articles in their own copies of the Proceedings.

[20]Although the Project staff collected no data on the handling of the Proceedings by libraries, a few discussions with librarians suggest that, for a variety of practical reasons, display of the first issue of a new publication is often delayed.

TABLE XVIII

SOURCES OF REQUESTORS' INITIAL AWARENESS OF PROCEEDINGS OR CONTROL PAPERS

Source of Initial Awareness	Percentage of Requestors Reporting Source: Proceedings Papers N=199	Control Papers N=210
Published convention program in American Psychologist	57%	82%
Personal copy of Proceedings	16	*
Colleague's copy of Proceedings	13	*
Library's copy of Proceedings	3	*
APA Convention Guide	4	12
Other	8	6

*Not a source for papers not published in Proceedings.

group) reported ever having seen a written report or having heard an oral presentation of the same work described in the requested paper.

The types of contacts made with Authors or with the presentation appear in Table XIX. Because of the way the Requestors' sample was obtained (from Authors' lists of inquiries received), all respondents had corresponded with the Authors. The majority of the group that requested Proceedings papers did so prior to the convention; the reverse was found for the Control group. The general availability of the full text of the convention papers in the Proceedings permitted an assessment before the convention of the relevance of the content to a potential requestor's work. This early availability of complete information provides a reasonable explanation of much of the increased preconvention correspondence of the Requestors of Proceedings papers.

TABLE XIX

TYPES OF CONTACTS REQUESTORS HAD WITH AUTHORS AND THEIR PAPERS

Type of Contact	Percentage of Requestors Having Contact with Authors*: Proceedings N=199	Control N=210
Correspondence with Author prior to convention	54%	42%
Attended convention session at which paper was presented or discussed	11	19
Questioned Author from floor of paper session	4	1
Met with Author at end of the paper session	3	7
Met with Author on another occasion at convention	4	7
Correspondence with Author following the convention	45	58
Other	3	2

*Many Requestors report more than one type of contact relevant to a single paper.

The oral presentation of a requested paper was attended by a larger percentage of Requestors in the Control group than in the Proceedings group (C=19%; P=11%). The lower percentage of Proceedings-paper Requestors reporting attendance is not surprising since most Proceedings Authors had reprints of their papers available at the paper sessions and some distributed them as handouts to the audience, thus reducing the number of potential Requestors in the audience.

Within the two months following the convention most Requestors received copies of the papers they sought (see Table XX). The number of Control-paper Requestors who had not received copies was twice as great as the number of Proceedings-paper Requestors (C=16%; P=8%). Failure of the Requestors of Proceedings articles to receive copies could have been because Authors exhausted their supply of reprints through generous handouts at the convention sessions.

TABLE XX

RESULTS OF REQUESTS TO AUTHORS FOR COPIES OF PRESENTATIONS

Result of Requests	Percentage of Requestors Reporting Results: Proceedings N=199	Control N=210
Did not receive a copy of the article or any other report of work from Author	8%	16%
Received copy of article or other report from Author but have not had time to refer to it	27	30
Both received and used copy of article or report	61	53
Received copy of article and report but did not find it useful	2	<1

Of particular interest is the scale of dissemination through reprints and the amount of effort that Control Authors must have expended to satisfy the requests they received. Ninety-nine percent of the Control Authors received an average of some ten requests for copies; that 84% of these requests were filled is impressive. In contrast with the situation of the Control Authors, the reprints supplied to Proceedings Authors permitted wide dissemination to prospective attendants, paved the way for more fruitful discussion at the sessions, and reduced the Author's reproduction and distribution load.

Among those Requestors who had received the papers they sought, about two thirds (P=68%; C=63%) reported having read the paper. Very few Requestors in either group (P= 2%; C=<1%) did not find the requested information of use.

At the time of the survey, about one Requestor in five (P=19%; C=17%) reported some exchanges with Authors other than merely requesting copies of papers. About the same percentages (P=20%; C=18%) planned to initiate such an exchange or to pursue further interaction with Authors on certain points. The purposes underlying continuing interaction with Authors were of two general types: to learn more about Authors' work and to inform Authors about other related work in the area of the presentation. Table XXI shows that most Requestors had a number of motives for their interactions with Authors; they sought both to obtain and to impart information. The diversity of purpose that especially characterized Proceedings-paper Requestors is evidenced by the higher percentages of this group that checked all but one of the categories in Table XXI. The only type of interaction in which Control-paper Requestors surpassed Proceedings-paper Requestors was "obtaining Authors' reactions to own work." Compared with Control papers, published Proceedings papers apparently promoted a somewhat greater amount of information-exchange behavior dealing with substantive issues that went beyond merely requesting copies of the paper.

Attendants of Convention Sessions and Their Interaction with Authors

A critical factor in the interaction of Attendants and Authors was that nearly half (47%) of the Attendants of Proceedings paper sessions had read at least one of the papers prior to attendance and that more than a fourth (28%) had read all the papers scheduled for the session they attended. The latter percentage is more impressive when one recalls that only 48% of the Attendants heard all the presentations made at the sessions from which they were sampled. Considering only these persons, we find that 58% of the Attendants who heard all the papers at a Proceedings-paper session had also read each of these papers prior to the session. Since

TABLE XXI

PURPOSES OF REQUESTORS' INTERACTIONS WITH AUTHORS IN ADDITION TO OBTAINING A COPY OF A PROCEEDINGS ARTICLE OR OF A CONTROL PAPER

	Percentage of Requestors Having or Planning Interactions			
	Occurred		Planned	
Purpose of Interaction with Authors	Proceedings N=199	Control N=201	Proceedings N=199	Control N=201
Clarification of some point in reported work	7%	6%	4%	4%
Request information not in report	9	6	6	5
Request reports of Authors' future work	10	7	16	10
Acquaint Authors with own work in area	9	6	7	3
Obtain Authors' reactions to own work in area	4	4	3	5
Acquaint Authors with others' work in area	6	6	2	2
Other	1	1	--	--

this edition of a preconvention Proceedings was the first,[21] these data on Attendants' readership are very encouraging as to the potentially important effect on scientific information exchange of future preconvention publications of contributed papers.

TABLE XXII

TYPES OF CONTACTS WHICH ATTENDANTS HAD OR PLANNED TO HAVE WITH AUTHORS OTHER THAN HEARING THEIR PRESENTATIONS

	Percentage of Attendants Having Type of Contact*	
Type of Contact with Author	Proceedings N=320	Control N=265
Correspondence with Author prior to convention	9%	3%
Question or point from floor of session	32	11
Discussion with Author at end of session	15	18
Discussion with Author on another occasion at convention	15	11
Correspondence with Author following convention	15	26
Other	3	1
At least one of above types of contacts	57%	42%

*Most Attendants who had any contact with Authors reported more than one type of contact.

More Attendants of Proceedings-paper sessions (57%) had informal contacts with the Authors relative to their papers than did Attendants of Control-paper sessions (42%). Table XXII depicts the nature of such contacts and indicates several ways in which the Proceedings facilitated the informal exchange of scientific information. First, of the approximately 10% of the Attendants of Proceedings-paper sessions who corresponded with Authors prior to the convention, less than one third requested copies of papers, whereas all prior contacts made by the Control group were requests for copies of papers. Second, the discussion or questioning from the floor was nearly three times greater (P=32%; C=11%) for the Proceedings-paper sessions than for the Control. Third, more of the Control Attendants than Proceedings Attendants (C=26%; P=15%) did not correspond with Authors until after having heard their presentations.

Table XXIII shows the purposes of Attendants' interactions with Authors. The main objectives of the Proceedings-paper Attendants were to clarify some point in the paper (28%) or to obtain some supplementary related information not contained in the paper (28%). The major purpose of the Attendants of Control-paper sessions—to obtain a copy of the paper—suggests

[21]The Project staff has received reports that some Attendants were never aware of the existence of the 1965 Proceedings, that others knew of it but were unaware of its availability prior to the convention, and that some did not understand the relationship of the publication to the scheduled contributed papers.

TABLE XXIII

PURPOSES FOR WHICH ATTENDANTS CONTACTED OR PLANNED TO CONTACT AUTHORS RELATIVE TO THEIR PRESENTATIONS

Purpose for Contacting Authors	Percentage of Attendants Reporting Purpose	
	Proceedings N=320	Control N=265
Clarification of some point in reported work	28%	13%
Request information not in report	28	18
Request reports of Authors' future work	17	17
Request copy of paper	23	31
Acquaint Authors with own work in area	18	10
Obtain Authors' reactions to own work in area	6	7
Acquaint Authors with others' work in area	6	3
Other	4	1

*Most Attendants who contacted or planned to contact Authors reported more than one purpose for doing so.

that these Attendants had less knowledge about the reported work than Proceedings-paper Attendants and, thus, were less concerned at this stage with specifics. Proceedings-paper Attendants were also somewhat more active in attempting to establish interaction with Authors either to describe their own work (P=18%; C=10%) or that of others (P=6%; C=3%). One third of the Proceedings-paper Attendants as compared with 28% of the Control-paper Attendants had established or planned to establish some type of "colleague" relationship with an Author for the purpose of information exchange. These data further reinforce those found for Requestors that prepublication of contributed papers increases and diversifies behavior in scientific information exchange.

READERSHIP OF PROCEEDINGS ARTICLES AND RELATIONSHIP OF READERSHIP TO DIVISIONAL SPONSORSHIP

Readership

More than 80% of the respondents to the survey of Immediate Readers reported having read at least two papers in the 1965 Proceedings shortly after first examining it.[22] Forty percent of these Readers planned to attend the convention; only 29% of the Nonreaders reported such plans. Compared with other data on immediate readership of scientific literature,[23] the Proceedings readership was high and there are several factors which could lead to this finding. One is that the work reported, unlike that characterizing journal articles, was current or still in progress and had had less time to be disseminated through the informal network. Also, the brief and concise articles of the Proceedings could be read or perused relatively quickly. Possibly most important, the articles constituted previews of convention sessions and many would be apt to read them either to prepare for attendance of the presentation or to determine whether the work was of sufficient interest and relevance to make attendance worthwhile.[24]

Table XXIV shows some of the factors which led respondents to read Proceedings articles. For most (85%), the title was primary in their decision to read a particular report. However, other major considerations were familiarity with the Author's previous work (14%) and/or with

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[22] Respondents might have read more than two papers in this period, but the questionnaire specifically restricted them to the first two papers read.

[23] APA-PSIEP Report #9, "The Use of Scientific Journals by Psychologists and the Readership of Current Journal Articles", Reports of the American Psychological Association's Project on Scientific Information Exchange in Psychology, Volume I, December 1963.

[24] There are also several reasons to suspect that such data may represent an overestimate. First, there is probably some novelty effect in a first preconvention publication of APA Convention papers. Second, the response rate to this survey was low (54%). In order to check further and more closely upon readership of the Proceedings, a brief follow-up questionnaire was mailed to nonrespondents. About half of these (48%) reported a lack of opportunity to examine the 1965 Proceedings prior to the convention and before the close of the survey. Of those who did examine the Proceedings before the convention, 42% were unaware that a questionnaire was enclosed. The main finding of the follow-up was that 81% of those who looked over the Proceedings prior to the convention reported reading one or more articles therein—a finding in line with the original survey.

TABLE XXIV

FACTORS INFLUENCING READERS' DECISIONS TO EXAMINE FIRST TWO PAPERS READ* IN PROCEEDINGS

Factors Reported by Readers**	Percentage of Papers Read N=1,074***
Title of the paper	85%
Familiarity with prior work of the Author(s)	14
Familiarity with the program of research	11
Having heard a prior oral presentation of the research	<1
Having seen a prior printed version of the research	1
Other	4

*"Read" in the sense that the respondent went to the body of the paper to obtain information.

**Some Readers reported more than one factor influenced their decision to examine a single paper.

***Data were collected from 542 respondents on 1,074 papers that they read.

the research program of which the reported work was part (11%). Less than 2% reported having heard or seen any previous oral or written report of the main content of the Proceedings paper. Since the 1965 Proceedings was distributed approximately six months after completion of the work reported by the Authors, there was less opportunity for widespread dissemination of the main content than would be true of, for example, work reported in a journal article.

TABLE XXV

APA DIVISIONAL SPONSORSHIP OF PROCEEDINGS PAPERS READ AND DIVISIONAL MEMBERSHIP OF READERS

APA Division	(1) Percentage of Papers Published in Proceedings N=183	(2) Percentage of Papers Read N=1,074*	(3) Percentage of Readers Holding Membership in Each Division N=542	(4) Percentage of Total Memberships in Each Division N=7,194**
3	26%	14%	11%	13%
6	26	9	6	6
12	28	48	41	40
15	11	16	25	22
17	9	13	17	18

*542 respondents reported having read 1,074 papers.

**The total memberships (not persons) of the five participating Divisions was 7,194 which constituted the population from which a random sample was selected for the Immediate Readership survey.

Relationship to Divisional Sponsorship

The relationship between Divisional sponsorship of the papers read by respondents and the Divisional affiliation(s) of these same respondents is shown in Table XXV. Column 1 contains the percentage of Proceedings papers sponsored by each of the participating Divisions. Column 2 gives the percentage of each sponsoring Division's papers which were read by respondents. A comparison of the percentages in these two columns reveals large discrepancies between the proportion of papers sponsored by a Division and the proportion of each Division's papers read by respondents. Papers of Divisions 3 and 6 appear in such a comparison to have been somewhat underread and those of Divisions 12, 15, and 17 to have been overread. In Column 3, the percentages of the Divisional membership of readers corresponded (except for Division 15) more closely to those in Column 2 for readership than to those in Column 1 pertaining to the proportion of published papers sponsored. This finding suggests that a division's papers were read in proportion to the size of its membership. Since the Immediate Reader sample was randomly taken from the five participating Divisions who received the Proceedings prior to the Convention, the relation of readership to Division membership can be made more explicit

by a comparison of readership with the percentage of memberships held by the sample that are accounted for by each of the five participating Divisions (as shown in Column 4). For Division 3, the proportion of papers read was nearly identical with the proportion of the memberships in this Division; that is to say, the percentage of papers read was equivalent to the percentage of the total recipients of copies of the Proceedings holding memberships in Division 3. For Divisions 6 and 12, there is an overreadership of their papers relative to their proportion of the membership, and for Divisions 15 and 17, a rather substantial underreadership.

TABLE XXVI

DIVISIONAL MEMBERSHIP OF READERS AND DIVISIONAL SPONSORSHIP OF THE PAPERS THEY READ

Divisional Membership of Readers*	% Div. 3 Papers	% Div. 6 Papers	% Div. 12 Papers	% Div. 15 Papers	% Div. 17 Papers
Div. 3 Members N=129	58%	18%	18%	5%	1%
Div. 6 Members N=70	34	51	9	4	1
Div. 12 Members N=493	7	6	76	5	5
Div. 15 Members N=300	12	4	24	41	19
Div. 17 Members N=198	6	4	38	16	37

*Because of overlapping memberships in more than one of the five participating Divisions, the total number for membership of Readers is 1,190 instead of 1,074, the actual number of papers initially read and reported on in this study.

Table XXVI breaks down readership data according to the Divisional memberships of the readers and displays the distribution of readership among the papers of the five Divisions. Though members of four of the five Divisions tended to concentrate their reading on their own Division's papers, in only one case – Division 12 – did the majority of the members read only papers sponsored by their own Division (76%). The majority of Division 15 and 17 members read papers sponsored by other Divisions; in fact, Division 17 members read slightly more of Division 12's papers than those of their own Division.

Few serial publications of current research cover as wide a range of subject matter as did the 1965 Proceedings and the appearance, in a single volume, of papers sponsored by these five Divisions encouraged and facilitated diversified reading. If one recalls that the data obtained were related only to the first two papers read, the diversification and eclecticism which the data revealed is doubly impressive. Such findings should be considered in any plans to divide future editions of the Proceedings into more than one volume.

The readership data in Table XXVI can be grouped on the same basis as that upon which the Divisions were selected for participation in the trial edition: Divisions 3 and 6 were chosen because of their emphasis upon basic research, and Divisions 12, 15, and 17, because of the more applied orientation of their research. When readership is analyzed in relation to this dichotomy, it is apparent that the majority of respondents in each group (about 85%) read only papers of one emphasis or the other. This suggests that a division of future Proceedings might feasibly be based on the "applied-basic" dichotomy of research interest.

RESPONDENTS' INVOLVEMENT IN SUBJECT-MATTER AREAS OF PRESENTATIONS AND EFFECT OF COMMUNICATION SURROUNDING THE PRESENTATION ON THEIR SUBSEQUENT WORK

Nature and Extent of Involvement

Table XXVII sets forth the various activities of the four groups of respondents (Authors, Requestors, Attendants, and Immediate Readers) in the subject-matter areas represented by the presentations with which they made contact. The table shows both the nature and extent of these groups' involvement prior to the convention and their current and planned activities in the area.

More than half the Authors had conducted previous research in the same area as that represented by their presentations. Approximately one third of this group had previously presented such related research at a regional or national meeting and about 40% had published a

TABLE XXVII

RESPONDENTS' INVOLVEMENT IN SAME SUBJECT-MATTER AREA AS PRESENTATIONS

Nature of Involvement in Area	% Authors		% Requestors		% Attendants*		% Immediate Readers (Proceedings only) N=1,074**
	Proceedings N=165	Control N=139	Proceedings N=199	Control N=210	Proceedings N=906	Control N=970	
Prior to Convention							
Conducted research	55%	71%	31%	33%	27%	27%	25%
Made presentation at regional or national convention	32	37	9	7	10	17	3
Published journal article	39	45	12	12	12	17	7
Did thesis or dissertation	17	27	4	7	6	10	3
At Time of Convention							
Conducting research	79	83	46	50	23	12	27
Planning to conduct research	31	43	32	29	19	14	18
Doing clinical or applied work	21	34	24	22	10	9	31
Teaching course	30	29	21	17	14	12	19
Directing or supervising research	39	38	18	19	13	8	15

*Attendants were asked to respond in relation to all (as many as six) papers they heard at the sessions from which they were sampled. They attended on the average slightly more than three papers per session.

**Immediate Readers were asked to report their activities relative to the first two articles they read in the Proceedings. Ten of the 542 respondents did not provide usable data or the second article they read. Therefore, the total N for this group is 1,074—two articles each for 532 respondents plus one article each for ten respondents.

journal article in the same area. Additionally, about 25% of the Authors had done their thesis or dissertation research in the subject-matter area represented by their 1965 convention presentations. In each category of previous involvement, Authors of Control papers had been substantially more active than Authors of Proceedings papers.

With regard to current or planned activities, four-fifths of the Authors had related research under way and somewhat more than a third were planning to conduct such research and/or were supervising research in the area of the presentation. Approximately a fourth of the Authors reported teaching, or clinical or applied work, to which the convention presentation was relevant. The degrees of involvement of Proceedings and Control Authors in teaching, supervising, and conducting research were generally equivalent. Control Authors, however, indicated substantially greater involvement in clinical or applied work and more of the Control Authors were planning future research in the area of the presentation.

The Requestors ranked second to, though substantially below, the Authors in most of the categories of activities related to the convention presentations, and little difference was apparent between Proceedings and Control Requestors. About half the Requestors were currently conducting research in the area and approximately one third had conducted and/or planned to conduct related research.

Somewhat smaller percentages of Attendants than of Requestors had conducted research related to the convention presentations in regard to which they responded. In other preconvention types of involvement they very slightly exceeded the percentages of Requestors so engaged. The Attendants' current or planned involvement in the area of the presentation was considerably less than that reported by Requestors. Although equivalent percentages of Attendants of Proceedings- and Control-paper sessions were engaged in teaching or in clinical or applied work, the percentages of Proceedings-paper Attendants who reported ongoing or planned research in the area of the presentation were somewhat greater than those typifying the Control-paper Attendants.

Those least active in the area of the presentations prior to the convention were the Immediate Readers. Their involvement in previous related research, however, was about equivalent to that of the Attendants. In concurrent and planned activities the Immediate Readers slightly exceeded the Attendants in the category of current research and surpassed both Attendants and Requestors, as well as Proceedings Authors, in the degree of their involvement in relevant clinical or applied work.

In summary, the data on respondents' involvement in the subject-matter areas represented by the convention presentations show a broad range of types and degrees of relevant scientific activity among the four groups studied and no consistent relationship between the former and the current or planned activity of any one group. Authors tended to report the greatest overall involvement in the area of the presentation, and Immediate Readers were least active. Between these extremes were the Requestors and Attendants—the latter were slightly more active prior to the convention and considerably less active at the time of the convention than the Requestors. Within all groups, respondents most frequently reported involvement in research activity.

With two exceptions, the relevant scientific activities of the Proceedings and Control respondents differed very little. The exceptions were: (1) the considerably greater research activity of Control Authors, compared with Proceedings Authors, both prior to and at the time of the convention and (2) the lesser research involvement by Control Attendants, compared with Proceedings Attendants, at the time of the convention.

Effect on Respondents' Scientific Activities of Interaction Stemming from Convention Presentations

Figures 7 and 8 display the data from Table XXVII that show the activities in which respondents were involved at the time of the convention. In addition, the Figures show the extent to which these activities were modified as a result of the interaction surrounding a convention presentation. In Figure 7, the activities of Proceedings groups in the same subject-matter areas as their presentations appear to the right and below the boxes labeled "Authors," "Requestors," "Attendants," and "Immediate Readers." Figure 8 deals similarly with Control group data. Within each square appears the percentage of each type of respondent reporting each activity; to the right of each square are the number of respondents engaged in each activity and, below this number, the percentage of those respondents who reported any modification of the activity as a result of convention interaction relative to the papers.

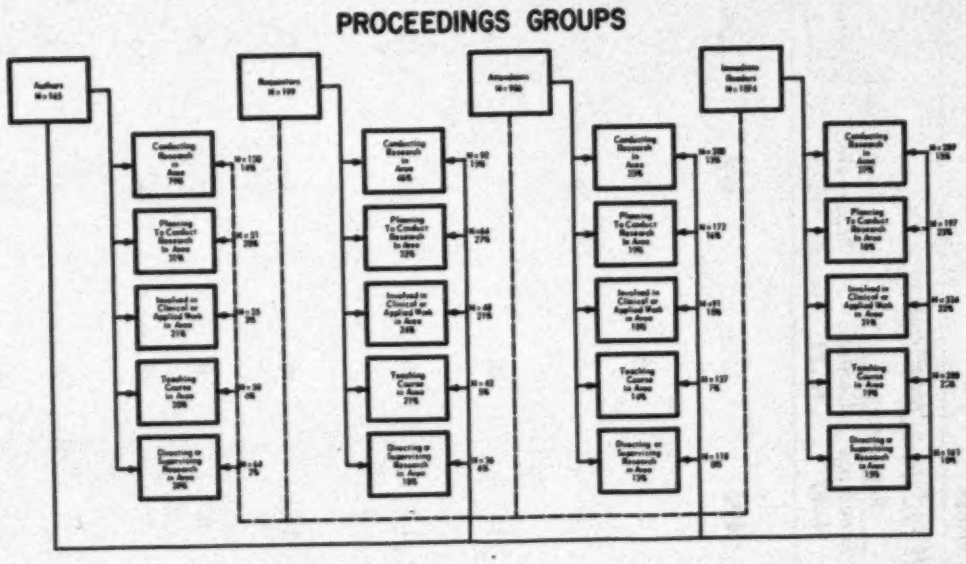

FIGURE 7. The activities of Proceedings respondents and the extent to which these activities were modified as a result of the interactions surrounding a convention presentation.

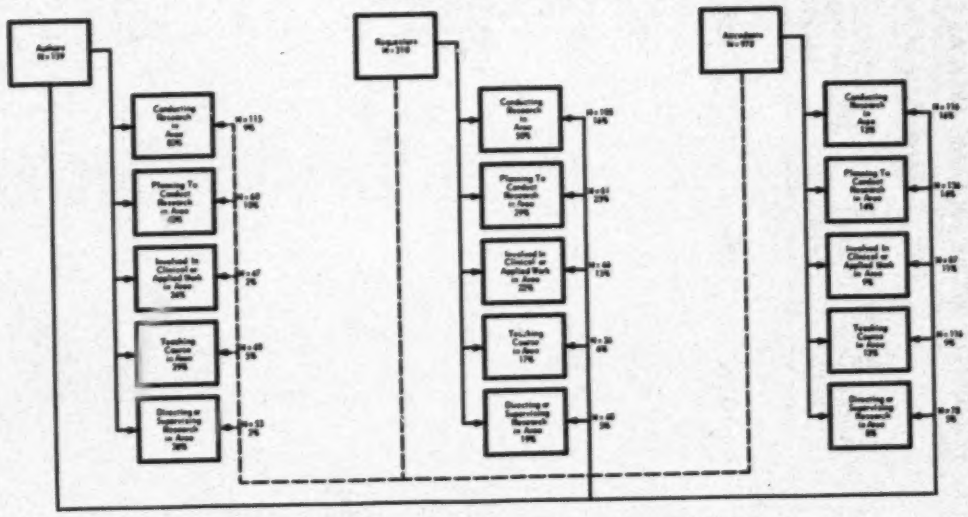

FIGURE 8. The activities of Control respondents and the extent to which these activities were modified as a result of the interactions surrounding a convention presentation.

Although Control Authors were more active in research and in clinical or applied work than Proceedings Authors, the latter reported a higher percentage of modifications in research activities stemming from convention presentations. The types of modifications reported are listed in Table XXVIII. Authors indicated most frequently the application of some aspect of methodology or technique ("Will use extinction procedures described to me...") and the inclusion in ongoing or planned research of a variable not previously considered.

Both Proceedings and Control Requestors who reported modifications in their activities had received and read copies of the convention papers they had sought. With the exception of modifications in clinical and applied work, the percentages of modifications reported by Proceedings and Control Requestors are equivalent. The type of modification both reported most frequently was the application of some aspect of methodology or technique to their own work. The Proceedings Requestors, however, reported this type of modification 1.5 times more frequently than the Control group.

Although Proceedings Attendants indicated greater research involvement in the area of the presentation than Control Attendants, the percentages that reported modifications stemming from convention interaction were roughly equivalent for the two groups. The same type of modification reported most frequently by Authors and Requestors (application of some aspect of methodology or technique) was also that most frequently mentioned by Attendants. Proceedings

TABLE XXVIII

MODIFICATIONS OF RESPONDENTS' WORK IN SAME AREA AS CONVENTION PAPER

Type of Modification	Percentage of Respondents Reporting Type of Modification						
	Authors		Immediate Readers (Proceedings only) N=217	Requestors		Attendants	
	Proceedings N=32	Control N=20		Proceedings N=40	Control N=39	Proceedings N=75	Control N=52
Suggested the applicability to one's own research (or to that which one directs) of some aspect of methodology or technique	31%	20%	33%	45%	31%	45%	40%
Influenced the handling or interpretation of data or the inclusion of certain types of data in own work	9	15	7	--	8	5	2
Suggested new research ideas or hypotheses	3	5	6	5	5	16	15
Influenced one's attitude toward or conceptualization of an area or a specific point or theory	6	15	26	15	10	7	6
Suggested a variable which should be considered in one's own work—either for investigation or control	25	25	9	12	18	5	12
Had implications for applied work or clinical practice; for example, influenced the approach to a clinical problem or suggested an alternative way of dealing with a particular case	3	5	6	12	10	5	10
Stimulated one to do additional research in the area, often in order to check more closely on reported findings	16	10	5	5	8	16	6
Useful as background or bibliographic material	3	5	6	5	5	--	6
Discouraged (or removed the necessity for) further research in a particular area	3	--	<1	--	5	--	2
Nature of modification unspecified	--	--	--	--	--	--	2

and Control Attendants differed little with regard to the modifications they listed except in the case of doing additional research to check more closely on reported findings (P=16%; C=6%).

As a group, Immediate Readers were considerably less engaged in research activities relevant to the areas represented by the first two papers they read than were the other groups having contact with convention presentations. However, a relatively large proportion of the Immediate Readers reported that some modification of their work resulted from their initial reading. Like the other groups, these respondents reported most frequently a modification pertaining to methodology or technique. Additionally, 26% of them reported that the information in Proceedings papers had influenced their attitude toward or conceptualization of an area, point, or theory. The Immediate Readers also indicated the highest percentage of modifications in relation to teaching activities. A particularly interesting modification of that type was a plan to reorganize an advanced course around the use of Proceedings articles. The articles would be assigned to students for criticism of the reported work and/or an attempt to place the work in context and integrate the findings with current work and theory in a field.

One goal of the preconvention distribution of contributed papers was to enhance scientific discussion at convention sessions and thereby to make such sessions of greater practical use to Attendants in their scientific work. In this respect the results of this first experimental trial of the Proceedings were somewhat disappointing. The data do suggest, however, that future editions of the Proceedings could be very effective in improving scientific communication if used in conjunction with a more informal type of paper session. During the initial trial, 36% of the Proceedings papers were "discussed only" at the scheduled paper sessions. That is, Authors of these papers did not make any formal presentation of their papers, but responded to questions from the audience or to points raised by the session chairmen. The data on Attendants of these sessions showed that only about half of them had read at least one of the papers scheduled for the session attended. As a result, half the audience of papers being discussed was unfamiliar with the content of the paper prior to the discussion. A comparison of the reader and nonreader Attendants showed that those who had read the papers under discussion reported four times as many modifications as the group that was unfamiliar with the work being discussed. Additionally, the percentage of modifications reported by the nonreader Attendants was only about half that reported by the Attendants of Control-paper sessions. Such findings suggest that a preconvention publication of contributed papers can result in effective interaction at informally conducted paper sessions if Attendants have read the papers to be discussed. Otherwise, they are apt to derive less benefit from discussion sessions than from formal paper-reading sessions.

SUMMARY

Approximately two months prior to the 1965 APA annual convention a trial edition of a preconvention publication was issued which contained contributed papers of five APA Divisions. To assess the utilization and effects of this innovation, samples of Authors, Requestors, and Attendants were surveyed relative to Proceedings papers and to a Control group of papers not published in the Proceedings. Additionally, a survey of Immediate Readership of Proceedings papers was conducted.

Comparison of the development and dissemination of work reported in the Proceedings papers and in the Control papers indicated (1) that the Proceedings papers dealt with work as current as that typically reported at APA conventions, (2) that these papers achieved a public and archival form (through publication in the Proceedings) nearly a year earlier than is usual for APA convention presentations, and (3) that these papers could be retrieved through Psychological Abstracts within three months after the convention took place. Although about 50% of both Control and Proceedings papers had had some type of oral or written dissemination prior to the convention, plans for immediate publication of the main content of the papers after the convention were 22% lower for Proceedings Authors than for Control Authors.

Nearly a third more of the Control Authors than Proceedings Authors read their presentations directly from the text. More than half the Proceedings Authors who presented their papers supplemented the prepublished material with additional data and/or experimental work. The audiences for the Proceedings-paper sessions were smaller, had a greater concentration of active researchers, and were characterized by substantially greater participation (questioning and discussion) than was true of the audiences for Control sessions.

The median number of requests was greater for Control than for Proceedings papers and a larger number of Control Requestors attended the session at which the requested paper was presented. Requests for Proceedings papers tended to occur earlier (pre- rather than post-convention) than those for Control papers, and Proceedings-paper Requestors took a more

active part in the sessions they attended than did Control Requestors. The generous supplies of reprints available to Proceedings Authors facilitated the prompt fulfillment of requests and made possible an extensive distribution of handouts at the convention sessions. Although roughly equivalent percentages of Proceedings and Control Requestors sought further interaction with Authors, the purposes of such interaction were more varied for the former.

That nearly half the Attendants of Proceedings-paper sessions had read at least one of the papers and that more than a fourth had read all the papers to be presented at the session was an especially encouraging finding. Additionally, Attendants of Proceedings sessions had a higher percentage of informal interaction with Authors and the discussion and questioning from the floor was three times greater for Proceedings than for Control-paper sessions. In their interactions with Authors, Attendants of Proceedings sessions tended to obtain more specific information relative to content than was true of the Control Attendants, most of whom sought only a copy of the paper.

A survey of Immediate Readership pertaining to the first two papers read in the 1965 Proceedings revealed that four out of every five respondents had in fact read at least one Proceedings article upon first examining the volume. The title was the main factor influencing the decision to read a particular report. Although members of four of the five participating Divisions tended to concentrate their reading on their own Division's papers, readership was substantially spread to material contributed by other Divisions. Since the survey was limited to only the first two papers read, the amount of diversification was impressive. An analysis of readership in relation to an applied or basic research orientation showed that readers tended to concentrate their reading upon one or the other of these emphases.

Of the various groups studied—Authors, Requestors, Attendants, and Immediate Readers—Authors had the greatest previous and current research involvement and Immediate Readers were least active in research and reported greater activity in clinical and applied areas. For Authors, Requestors, and Attendants of Proceedings-paper sessions, the highest percentages of modifications resulting from convention presentations occurred in relation to research which they planned to conduct in the same area as that of the presentation. Immediate Readers reported the highest percentages of modifications in connection with their teaching responsibilities and nearly equivalent percentages or modifications also in their planned research and their clinical and applied work. The most frequently reported type of modification pertained to the incorporation of information on methodology and technique in one's own work. It was somewhat disappointing that greater differences between the percentages of modifications reported in relation to Proceedings and Control papers did not occur. The data suggest, however, that the effects of interaction on activities in the same area as the presentation were four times greater for those who read than for those who did not read Proceedings papers before attending discussion sessions and twice as great as for Attendants of Control-paper sessions.

The functioning of the 1965 Proceedings as a channel of communication depended on (a) its performance as a rapid means for disseminating research findings and (b) its effects on other elements within the system of dissemination in psychology. The Proceedings significantly speeded dissemination and made research available in a public and archival form about a year before the research would have appeared in the scientific journals. Only a portion of the possible effects of the Proceedings on other elements in the system of dissemination can be observed. That is, the Proceedings had many of the predicted behavioral effects on the presentation and on the interactions of Authors and convention Attendants, but there has not been much opportunity for the form or internal structure of various media of information exchange to change in response to the Proceedings.

As anticipated, the Proceedings allowed an early determination of the relevance of the Author's work to the work of Attendants and Requestors and furnished information that significantly shaped later interactions, particularly between Authors and Attendants at the convention. The availability of the information in another form was reflected in the reduction in the number of requests for copies of the presentation and the number of actual Attendants at the presentation. There were, however, more interactions and more concern with the content of the research in Proceedings-paper sessions than in Control-paper sessions where interactions were primarily requests for copies of the presentations.

The most important effect of the 1965 Proceedings upon another channel of communication was related to the submission of manuscripts. About one quarter of the Authors delayed, or decided against, submission to a journal of a manuscript based on their convention presentation.

APPENDIX A First Author Questionnaire

PROJECT ON SCIENTIFIC INFORMATION EXCHANGE IN PSYCHOLOGY

1200 Seventeenth Street, N.W. ■ Washington, D. C. 20036

Dear Colleague:

As you may know, APA has undertaken, with the support of the National Science Foundation, a Project that is engaged in developing an overall description of scientific communcation in psychology. For the last three years studies have been made of the channels through which psychologists exchange information, and the outcome of this research has been carefully studied to determine whether and how such exchange might be improved.

Beginning in 1965 a number of experiments will be undertaken, each involving the making of an innovation in scientific communication and the study of the resultant effects. These experiments will be carefully evaluated, upon their conclusion, to determine which of the innovations are sufficiently feasible and useful to scientists to be included within APA's program in the area of scientific communication.

One innovation under study is the listing, by title and author's name and address, of accepted manuscripts in journals. It was felt that such a listing would enable interested persons to learn of new research long before publication and that these persons might furnish feedback to the authors, request copies or other information from the authors or seek to establish contact with the authors for the mutual exchange of information. Four APA journals with sizable publication lags have agreed to participate in the trial of this innovation during 1965.

We are writing you with regard to your manuscript (described on back) which was accepted by and had title and authorship published in the most recent issue of one of these journals. The listing of your article will allow persons to contact you; however, the Project's findings lead us to believe that, on the average, the number of persons who wish immediate access to the outcome of a specific study may be small and, therefore, we would suggest that you attempt to assess the nature of the response before undertaking to duplicate the manuscript in quantity.

In addition, we have two requests:

1. Would you answer the questions on the back of this letter concerning the work reported in the article? We would appreciate your returning this letter with the questions completed at your earliest convenience.

2. Would you record the names of persons who contact you with regard to your article on the enclosed form? Please try to avoid including those persons who clearly did not use the listings (e.g. close friends, persons appearing on distribution lists, etc.). In about three to four weeks we will write you again to collect the form.

We would greatly appreciate your cooperation and hope you will bear with us since the information you furnish will be of great assistance in deciding upon the value of the listings.

Sincerely yours,

W. D. Garvey

B. C. Griffith

These questions deal with the article entitled:

1. Have the main contents of the article appeared in any other form?
   ☐ Yes ☐ No
   IF YES,
   In written form? ☐ Yes ☐ No

		Approximately when? (Month/year)
_____	a book or part of a book	_____
_____	a dissertation or thesis	_____
_____	a technical report	_____
_____	a progress report	_____
_____	other (Please specify) _____	_____

   In oral form? ☐ Yes ☐ No

		Approximately when? (Month/year)
_____	a paper at the APA annual meetings	_____
_____	a paper at the Psychonomic Society meetings	_____
_____	a paper given at a regional or state convention	_____
_____	a paper given at other national conventions	_____
_____	at an invited conference	_____
_____	at a colloquium within your employing organization	_____
_____	at a colloquium outside your institution	_____
_____	at a thesis committee meeting	_____
_____	other (Please specify) _____	_____

2. Did you send prepublication copies (or preprints) to anyone?
   ☐ Yes ☐ No
   IF YES,

When did you send them? (Check more than one if appropriate)		Approximately how many?
_____	prior to submission to the journal	_____
_____	after submission but before acceptance	_____
_____	after acceptance	_____

3. Now we would like to know something about your earlier work in the same subject matter areas as that reported for the manuscript.

   Please check below to indicate the extent to which you have been engaged in activities which might have alerted other researchers to your work.

   _____ Wrote thesis or dissertation in area.
   _____ Published journal articles in area.
   Approximately how many? _____
   _____ Published chapter of book in area.
   _____ Published book(s) in area.
   _____ Prepared technical reports or other research reports that are distributed on some formal basis (e.g. to other grantees of a government agency).
   _____ Made oral presentations at regional or national meetings in area.
   Approximately how many? _____
   _____ Took part in other activities which might alert workers in the area to your work.
   Please describe _____
   _____

Author's Name: _____

Journal: _____

LIST OF PERSONS CONTACTING AUTHORS		DATE OF CONTACT	TYPE OF CONTACT		AUTHOR'S RESPONSE			
					SENT REQUESTOR			HAVE NOT RESPONDED
NAME	ADDRESS		BY MAIL	OTHER	COPY OF MS.	COPY OF ANOTHER REPORT OF CONTENTS OF MS.	INFORMATION REQUESTED	

Form for the Names and Addresses of Requestors A(2)

Final Author Questionnaire A(3)

PROJECT ON SCIENTIFIC INFORMATION EXCHANGE IN PSYCHOLOGY

1200 Seventeenth Street, N.W. ■ Washington, D. C. 20036

Dear Colleague:

Earlier this year your article (title given below) was listed in the publishing journal's announcement of accepted manuscripts. It now appears that this article will be published very shortly, and we would like to impose on you this one last time for some information.

The questions below deal with your estimation of the value of the listings, whether any communication stimulated by the listing affected your scientific work, and whether you intended to continue any contacts occasioned by the listings. We would, therefore, like you to answer these questions and return them, along with the names and addresses of persons who have contacted you in regards to the listed article.

Again, we wish to thank you for your continued cooperation.

Sincerely,

W. D. Garvey B. C. Griffith

The following questions deal with the article entitled:

1. Do you regard the listing of accepted manuscripts as being, in general, a worthwhile innovation in scientific information exchange?
   Yes _____ No _____
2. Were you contacted by anyone as a result of the title and authorship of your article being listed in the announcement of accepted manuscripts?
   Yes _____ No _____
   If NO, please skip the remaining questions and return your questionnaire.
3. Were you, as an author of a listed manuscript, seriously inconvenienced by the requests of persons who contacted you through the listing?
   Yes _____ No _____
   If YES, please explain (adding, if you wish, any suggestions which might make the listings a more workable innovation from the author's point of view) _____
4. Did the contacts occasioned by the listing of your manuscript turn up any unknown scientific work, or other information, of high interest to you?
   Yes _____ No _____
5. Listed below are several work activities in which you may be involved in the subject matter area of the manuscript. Please check each box relative to the type of activity and whether you are currently involved in the activity or planning to become involved.

Activity in Same Area as that of Work Reported in Listed Manuscript	Presently Involved In	Planning to Become Involved In
Conducting research	1	2
Teaching course	3	4
Supervising research (including theses)	5	6
Conducting applied work	7	8
Preparing a presentation for a regional or national meeting	9	10
Preparing a manuscript for journal publication	11	12
Your own thesis or dissertation	13	14
Other (Please specify) _____	15	16

6. As a result of communications from persons seeing the journal's prepublication listing of your manuscript, have you or do you plan to modify any of these activities? Yes _____ No _____
   If YES, please describe the nature of the more important modifications and the activities which are affected. (Please use the numbers 1 through 16 in the boxes in the previous question to identify the affected activity.)

   Activity # _____ (1 TO 16 ABOVE) Nature of modification _____

   Activity # _____ (1 TO 16 ABOVE) Nature of modification _____

   Activity # _____ (1 TO 16 ABOVE) Nature of modification _____

1. What is your highest earned degree?

DEGREE		YEAR EARNED
_____	B.A./B.S.	_____
_____	M.A./M.S.	_____
_____	Ph.D.	_____
_____	Other	_____

2. Please rank all of the items below that are included among your professional activities, using the number 1 for the most time consuming, 2 for the next most time consuming, etc. Write 0 in the blanks of those which are not included among your activities.

_____ Administrative work (activities such as arranging meetings, handling personnel forms, procurement, routine reports, etc.)
_____ Clinical work (therapy, counseling, testing)
_____ Consulting or applied work (industrial, human factors, etc.)
_____ Research guidance (of students, subordinates)
_____ Research (including the reporting of results)
_____ Studying for an advanced degree
_____ Teaching
_____ Writing and editing, apart from reporting own research
_____ Other (Please specify)_____

3a. Now consider each of the activities you ranked above. Which one of them puts the greatest demand on you to gather and utilize scientific information? (Please name the activity.) If none require scientific information, write 0.

_____

3b. Which activity do you find to be second most demanding in regard to scientific information? (Please name.) If you do not need scientific information for your other activities, write 0.

_____

4. Which of the following areas within Psychology do you search for the scientific information you need? For the activity which you named as being most demanding (item 3a above), check the space marked 3a before each area you search. Check the space marked 3b before areas you search for the activity you named as second most demanding (item 3b above).

3a___3b___abnormal
3a___3b___animal and comparative
3a___3b___developmental
3a___3b___educational
3a___3b___human experimental
3a___3b___human factors
3a___3b___personality dynamics
3a___3b___personnel
3a___3b___physiological
3a___3b___psychological statistics and measurement theory
3a___3b___social
3a___3b___testing and psycho-diagnostics
3a___3b___therapy
3a___3b___other, please name _____

The remaining questions relate to your inquiry to an author about his unpublished article (title given below) which was announced in a listing of accepted manuscripts in a recent issue of an APA journal.

5. To which of your work activities was this article primarily relevant?
(See Question 2) _____

6. In your inquiry to the author did you request a copy of this particular article?
Yes _____ No _____
If YES, check below to indicate the results of making this request:
_____ Have not received a copy of the article or any other report of the work from the author.
_____ Have received a report of the research but have not had time to refer to it.
_____ Have both received and used a report of this research.

7. Have you had or do you plan any other interactions with the author instead of or in addition to requesting a report of the research?
Yes _____ No _____
If YES, check the types of the contacts with the author which have occurred or are planned.

	Occurred	Planned
Clarification on some point in the reported research	___	___
Request information not in report	___	___
Acquaint him with your work in area	___	___
Acquaint him with others' work in area	___	___
Request reports of his future work	___	___
Obtain reaction to your own work	___	___
Other (Please describe) _____	___	___
_____		

8. Below are listed several work activities in which you may have been or are involved in the same area as that of the work reported in the listed article. Please check each box relative to the type of activity and the nature of your involvement.

Activity in Same Area as that of the Work reported in Listed Manuscript	Previously Involved in	Presently Involved in	Planning to Become Involved in
Conducting research		1	2
Teaching course		3	4
Supervising research (including theses)		5	6
Conducting applied work		7	8
Preparing a presentation at a regional or national meeting		9	10
Preparing a manuscript for a journal article		11	12
Preparing your own thesis or dissertation		13	14
Other (Please specify)_____ _____		15	16

9. As a result of the contents of the manuscript (or communication from the authors relative to the manuscript), do you plan to modify either your present or future work?

Yes_____ No_____

If YES, please describe the nature of the most important of such modifications and the activities which will be affected. (Please use the numbers 1 through 16 in the boxes in the previous question to identify the affected activity.)

Activity # _____ (1 to 16 above) Nature of modification _____

Activity # _____ (1 to 16 above) Nature of modification _____

Activity # _____ (1 to 16 above) Nature of modification _____

10. Did you first become aware of the existence of the work reported in the article through its announcement in the listing of accepted manuscripts?

Yes_____ No_____

If NO:

Even though you were aware of the research, was your reading of the listing of the title and authors in the journal a reason for your contacting the author at this time?

Yes_____ No_____

What were your other sources of awareness? (Please describe) _____

11. Which of the following was important to your decision to contact the author?

_____ The title of the manuscript indicated resemblance to your own work.

_____ Your own familiarity with the author's prior work or with the program of research.

_____ Your hearing an oral presentation of the results reported in the manuscript.

What type of oral presentation? _____

_____ Your seeing a printed version of the research reported in the manuscript.

What type of publication? _____

_____ Other. (Please describe) _____

12. Do you subscribe to the journal which listed this article among its accepted manuscripts?

Yes_____ No_____

13. Do you normally examine published articles in this journal and request reprints of the articles which interest you?

Yes_____ No_____

APPENDIX B

SHORT-TERM MEMORY AND RETENTION-INTERVAL ACTIVITY

HENRY LOESS and JUDITH McBURNEY
College of Wooster

Recent interest in experimentation on short-term memory (STM) has aroused comment about methodological problems (Keppel, 1965; Melton, 1963; Postman, 1964). One of these problems is the effect of the material filling the retention intervals in studies which utilize the method introduced by Peterson and Peterson (1959). With this method, S is usually engaged in some activity chosen to prevent rehearsal and minimize interference with the stimulus material.

To date, no evidence has been reported of the comparability of studies using different methods of filling retention intervals. In some comparisons, variations in retention-interval activity may be of no importance; in others, such as in tests of decay theory, the exact effect of such activities is of major importance. Investigators seem to have chosen tasks which appear on subjective grounds to prevent rehearsal and which, by assuming an inverse relationship between similarity and interference, appear to provide minimal interference. Objective support for such assumptions was the object of the present study.

METHOD

Subjects and Conditions

The Ss were 120 undergraduates, divided into six groups of 20 Ss each, differing according to tasks filling the retention intervals in a Peterson-type presentation. Tasks were chosen as active or passive, depending upon Ss' involvement, and interfering or noninterfering, depending upon the nature of the material.

Conditions differed as follows:

1. unfilled intervals, with Ss instructed not to rehearse (control);
2. counting backward by threes (active, noninterfering);
3. reciting strings of random letters (active, interfering);
4. reciting strings of random digits (active, noninterfering);
5. reciting the alphabet (passive, interfering);
6. reciting digits beginning with one (passive, noninterfering).

Tasks 5 and 6 were performed in time to a metronome set at 200 beats per minute.

Materials

Twenty-four word triads, divided into four sets of six triads each, were composed from a list of monosyllabic words compiled by Waugh (1964). Within a set, each word began with a different consonant. Corresponding sets of consonant trigrams were then composed by using the beginning letters of the words in the triads. Thus, the materials were considered as four sets of items each of which could be presented either as triads or trigrams. Ss were presented with all four sets (24 items), the order of presentation of the sets being randomized for each S. For half the Ss, the first two sets thus chosen were presented as triads, the remaining two sets as trigrams, and vice versa. A five-minute rest was interpolated between items 12 and 13, separating the triad and trigram presentations.

Procedure and Apparatus

Materials (2 x 2-inch slides) were projected on a Telescreen via a Kodak Carousel projector. Each slide appeared for two seconds and was spoken by S. Immediately thereafter, depending upon the condition, either the screen went blank or a new slide appeared containing six random digits or six random letters. Ss were instructed to read the digits (letters) out loud and to repeat the list if they finished before the slide was removed. For the other conditions, Ss were instructed to begin the appropriate activity as soon as the screen went blank. For the subtraction task, E orally presented the initial three-digit number. At the end of nine seconds E gave S an oral cue to recall. An 11-second recall interval was followed by a ten-second rest, then the next item appeared.

RESULTS

Figures 1 and 2 show the proportions of correct triads and trigrams for each condition at each serial

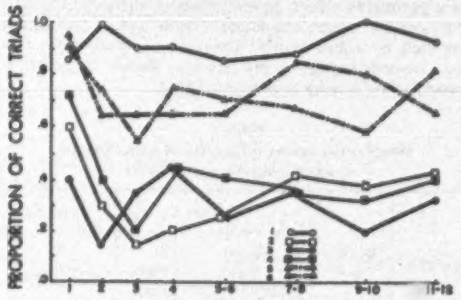

Figure 1. Proportion of correct triads as a function of serial position and retention-interval activity. See text for description of conditions.

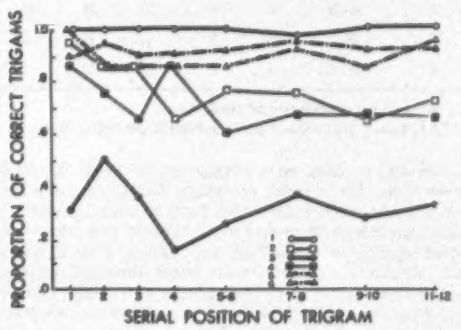

Figure 2. Proportion of correct trigrams. See text for description of conditions.

position. The mean proportions correct for conditions 1 through 6 were: .91, .35, .30, .40,. 71, and .73, respectively, for the triads; and .99, .76, .31, .69, .89, and .92, for the trigrams. Analyses of variance, performed separately for triads and trigrams on total number of correct responses per S, yielded significant Fs for conditions ($F = 29.3$; $df = 5/108$; $p < .05$; for triads) ($F = 56.7$; $df = 5/108$; $p < .001$; for trigrams). In addition, a significant practice effect was found for trigrams ($F = 6.73$; $df = 1/108$; $p < .05$) but not for triads ($F = 2.85$; $df = 1/108$; $p < .05$). In neither case was interaction of conditions and practice significant.

Further analyses of differences among conditions utilized Sheffe's test which verified that triad retention was significantly poorer for active conditions (2, 3, 4) singly and in combination, than for the control condition (all ps < .05 except 4 vs. 1, $p < .10$). Furthermore, retention under combined active tasks (2, 3, 4) was significantly poorer than under combined passive tasks (5, 6) ($p < .05$). For triads, no other meaningful comparisons were significant.

For trigrams, Sheffe's test indicated retention after active, noninterfering tasks (2, 4) was significantly poorer than the control condition ($p < .05$) and poorer than combined passive conditions (5, 6) ($p < .10$). Under condition 3 (reciting random letters) trigram retention was significantly poorer than all other conditions, singly or in meaningful combinations.

Figures 1 and 2 also indicate that the interfering effects were present from the first trial, and that there was a proactive effect, more pronounced for triads than for trigrams, which appeared to build up to a maximum after two or three trials. This is consistent with results obtained previously in the same laboratory (Loess, 1964; Loess & Waugh, 1965).

Table 1
Overt Intrusions as a Function of Experimental Condition and Type of Material

Condition	Description[a]	Triads			Trigrams	
		Intralist		Extralist	P.I.	Other
		P.I.[b]	Other			
1	C	1	0	9	1	1
2	A–N	25	7	35	35	10
3	A–I	15	7	28	37	67
4	A–N	16	8	25	25	16
5	P–I	18	2	21	10	6
6	P–N	6	1	24	11	3

[a]See text for description of conditions.
[b]P.I. means intrusions from immediately preceding items.

Intrusion data are presented in Table 1 which shows that, for triads, condition 2 (subtraction) resulted in the most intrusions; active tasks resulted in more intrusions than passive; letters and digits resulted equally in intrusions; and, lastly, four of every five intralist intrusions were from immediately preceding items. For trigrams, condition 3 (letter recitation) produced by far the most intrusions; active tasks produced more intrusions than passive; and reciting the alphabet produced no more intrusions than reciting serial digits.

DISCUSSION

It is apparent from the results, that short-term retention of both triads and trigrams indeed depends upon the nature of the retention-interval task. Tasks which engage Ss' active attention and which involve material of minimum similarity to the primary material (e.g., subtraction, random digits) result in poorer retention than either unfilled intervals or intervals filled with tasks which do not demand Ss' complete attention (alphabet or number counting).

For trigrams, retention was poorest when intervals were filled with material highly similar to that being retained. That such should occur seems obvious, but it was possible that Ss might minimize the interfering effects of interpolated material by adopting an appropriate set or strategy. The use of such strategies to minimize proactive effects has been found elsewhere (Loess, 1965).

The high level of retention obtained when alphabet recitation was the interpolated task is probably best explained by assuming that its passive nature allowed opportunity for rehearsal. Upon questioning, several Ss in conditions 5 and 6 explained they often were able to "fix" a triad or trigram in their mind and keep it intact while they were reciting. Apparently, such a strategy was unsuccessful when Ss were required to recite strings of random digits or letters which were not known beforehand.

It was noted earlier that for condition 1, retention of both triads and trigrams was essentially perfect. An obvious interpretation is that instructions not to rehearse did not achieve their purpose. Ss were not eliminated if they admitted rehearsing, and no attempt was made to assess the degree of rehearsal. This factor is being investigated in a study now under way.

Finally, it should be noted that the two tasks most commonly used as retention-interval activities in studies of STM (subtraction and random digits) gave essentially similar results in the present study, providing some empirical evidence that studies which differ in the use of these two tasks can be meaningfully compared.

In conclusion, results suggest that it is possible to categorize retention-interval tasks as active or passive, according to the degree of Ss involvement, and as interfering or noninterfering, on the basis of similarity with the to-be-remembered material; and that position within these dimensions is meaningfully related to short-term retention of verbal material.

ACKNOWLEDGMENTS

This study was supported in part by grant MH 08197-01 from the National Institutes of Health to the first author and is based in part upon a senior independent study project by the second author.

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APPENDIX C Proceedings Author Questionnaire

These questions deal with the Proceedings paper entitled:

1. We would like to find out something about the timetable of the various processes which led to the writing of your Proceedings paper.
   a. When did you start the work which led directly to that reported in this specific paper? (Include preliminary work but do not include related work described in another oral or written presentation.)

      Approximately when? (Month/year) _____

   b. When did this work reach such a stage that you could have given a rather complete report of the main contents of this paper, e.g., an informal presentation at something like a department colloquium?

      Approximately when? (Month/year) _____

   c. When did you start writing the first draft of the manuscript for the Proceedings paper?

      Approximately when? (Month/year) _____

2. a. Did you regard your Proceedings paper as a reasonably complete report of the work? Yes _____ No _____

      If NO, describe the type of material you would have included if you had had more space. _____

      _____

   b. Have the main contents of the paper appeared in any other form?

      ☐ Yes ☐ No

      If YES,

      In written form? ☐ Yes ☐ No

      _____ a book or part of a book
      _____ a dissertation or thesis
      _____ a "technical report"—i.e. a complete scientific account of the work distributed in a mimeographed or multilithed form
      _____ a "progress report"—i.e. a summary of the work's current status
      _____ other (Please specify) _____

      In oral form? ☐ Yes ☐ No

3. Did you send prepublication copies (or preprints) of the paper to anyone?

   ☐ Yes ☐ No

   If YES, approximately how many? _____

4. Do you have specific plans at present for publication of the main contents of your paper?

   Yes _____ (If yes, answer parts a and b in this question.)

   No _____ (If no, answer parts c and d of this question.)

   (a) If YES, is the Proceedings paper identical to the version you will submit for publication? Yes _____ No _____

      If NO, briefly indicate the principal difference between the Proceedings paper and the one you plan to submit for publication. _____

      _____

   (b) If YES: (1) In what format will the material be published?

      _____ a book or part of book
      _____ a dissertation or thesis
      _____ a technical report
      _____ a journal article (Please name journal: _____)
      _____ other (Please specify) _____

      (2) When did you or when do you plan to start writing it up for publication: _____ (Month/year).

      (3) What is the actual or expected date of submission for publication: _____ (Month/year).

   (c) If you have no specific plans now, do you expect some future publication in combination with other work? Yes _____ No _____

      If YES, please describe the nature of the additional work and the form of the publication. Also, if you can make any estimate as to when submission for publication might take place, please include that.

      Additional material to be included in published version _____

      _____

      Likely medium of publication (journal, book, etc.) _____

      Time of submission for publication (approximate) _____

   (d) If you have no specific plans now, did the publication of your paper in the Proceedings have any effect on your decision not to publish immediately?

      Yes _____ No _____

      If YES, briefly explain your reasons for not planning to publish.

      _____

      _____

      _____

5. Below are listed several work activities in which you may have been or are involved in the same area as that of the work reported in your convention paper. Please check each box relative to the type of activity and the nature of your involvement. Please exclude work leading directly to your convention presentation or Proceedings paper.

Activity	Previously Involved In	Presently Involved In	Planning to Become Involved In
Conducting research			
Teaching course			
Supervising research (including theses)			
Conducting applied work			
Preparing a presentation at a regional or national meeting			
Preparing a manuscript for a journal article			
Preparing your own thesis or dissertation			
Other (Please specify) _____			

6. What is your highest earned degree?

DEGREE	YEAR EARNED
_____ B.A./B.S.	_____
_____ M.A./M.S.	_____
_____ Ph.D.	_____
_____ Other	_____

7. Please rank all the items below that are included among your professional activities, using the number 1 for the most time consuming, 2 for the next most time consuming, etc. Write 0 in the blanks of those which are not included among your activities.

   _____ Administrative work (activities such as arranging meetings, handling personnel forms, procurement, routine reports, etc.)
   _____ Clinical work (therapy, counseling, testing)
   _____ Consulting or applied work (industrial, human factors, etc.)
   _____ Research (including the reporting of results)
   _____ Research guidance (of students, subordinates)
   _____ Studying for an advanced degree
   _____ Teaching
   _____ Writing and editing, apart from reporting own research
   _____ Other (Please specify) _____

Author's Name: _____
Title: _____

LIST OF PERSONS CONTACTING AUTHORS		DATE OF CONTACT	TYPE OF CONTACT		AUTHOR'S RESPONSE			
					SENT REQUESTOR			
NAME	ADDRESS		BY MAIL	OTHER	REPRINT OF PROCEEDINGS PAPER	COPY OF ANOTHER REPORT OF CONTENTS OF MS.	SPECIFIC INFORMATION SOUGHT BY REQUESTOR	HAVE NOT RESPONDED

When this form is collected note here _____ the number of reprints distributed to persons other than those listed on this form. Check the means of distribution:
_____ automatic distribution list provided by sponsoring or supporting Federal agency
_____ automatic distribution list compiled by own institution
_____ own automatic distribution list based on previous requests from persons who expressed an interest in this or similar work
_____ Other (Please specify) _____

1. What is your highest earned degree?

DEGREE	YEAR EARNED
_____ B.A./B.S.	_____
_____ M.A./M.S.	_____
_____ Ph.D.	_____
_____ Other	_____

2. Please rank all of the items below that are included among your professional activities, using the number 1 for the most time consuming, 2 for the next most time consuming, etc. Write 0 in the blanks of those which are not included among your activities.

_____ Administrative work (activities such as arranging meetings, handling personnel forms, procurement, routine reports, etc.)
_____ Clinical work (therapy, counseling, testing)
_____ Consulting or applied work (industrial, human factors, etc.)
_____ Research (including the reporting of results)
_____ Research guidance (of students, subordinates)
_____ Studying for an advanced degree
_____ Teaching
_____ Writing and editing, apart from reporting own research
_____ Other (Please specify) _____

The remaining questions relate to your inquiry to an author about his convention presentation or his Proceedings paper (title and author(s) are given below).

3. In your inquiry to the author did you request a copy of this particular paper?

Yes _____ No _____

If YES, when did you make your inquiry?

_____ Prior to convention
_____ At convention
_____ Following convention

If YES, check below to indicate the results of making this request:

_____ Have not received a copy of the article or any other report of the work from the author.
_____ Have received a report of the research but have not had time to refer to it.
_____ Have both received and used a report of this research.

4. Have you had or do you plan other interactions with the author instead of or in addition to requesting a report of the contents of this particular presentation or Proceedings paper?

Yes _____ No _____

If YES, check the purpose of such contacts with the author whether they have already occurred or are, at this time, only planned.

	Occurred	Planned
Clarification on some point in the reported research	_____	_____
Request information not in report	_____	_____
Acquaint him with your work in area	_____	_____
Acquaint him with others' work in area	_____	_____
Request reports of his future work	_____	_____
Obtain reaction to your own work	_____	_____
Other (Please describe) _____	_____	_____

5. What types of contacts have you had with the authors and the contents of his paper? (Check all that apply.)

_____ Correspondence prior to convention.
_____ Attended convention session at which paper was presented or discussed.
_____ Questioned author from floor of paper session.
_____ Met with author at end of the paper session.
_____ Met with author on another occasion at convention.
_____ Correspondence following the convention.
_____ Other contact (Please describe) _____

6. How did you first become aware of this particular presentation or Proceedings paper?

_____ From published convention program in American Psychologist
_____ From colleague's copy of APA Convention Proceedings
_____ From library's copy of APA Convention Proceedings
_____ From personal copy of APA Convention Proceedings
_____ From APA Convention Guide
_____ Other (Please describe) _____

7. Which of the following were important to your decision to contact the author about this particular presentation or Proceedings paper?

_____ The title of the paper indicated relevance to your own work.
_____ Your own familiarity with other prior work of the author(s).
_____ Your own familiarity with the program of research.
_____ Your hearing a prior oral presentation of the results reported in the paper (other than the convention presentation itself).
What type of oral presentation? _____
_____ Your seeing a printed version of the research reported in the paper.
What type of publication? Proceedings _____
Other publication. (Please name) _____
_____ Other. (Please describe) _____

8. Below are listed several work activities in which you may have been or are involved in the same area as that of the work reported in this paper. Please check each box relative to the type of activity and the nature of your involvement. Check as many activities as appropriate. If you have had no involvement whatever and do not plan to become involved, check here ☐ and skip to question 10.

Activity in same area as that of the work reported in this paper.	Previously Involved In	Presently Involved In	Planning to Become Involved In
Conducting research		A	J
Teaching course		B	K
Supervising research (including theses)		C	L
Conducting applied work		D	M
Preparing a presentation for a regional or national meeting		E	N
Preparing a manuscript for a journal article		F	O
Preparing your own thesis or dissertation		G	P
Other (Please specify) _____		H	Q

9. As a result of your contacts with this paper and/or its author, do you plan to modify either your present or future work in the same area as the paper?

Yes _____ No _____

If YES, please describe the nature of the most important of such modifications and the activities which will be affected. (Please use the letters A through Q in the boxes in the previous question to identify the affected activity.)

Activity _____ (A TO Q ABOVE) Nature of modification _____
Activity _____ (A TO Q ABOVE) Nature of modification _____
Activity _____ (A TO Q ABOVE) Nature of modification _____

10. Did these contacts cause you to modify your work in an area lying outside the principal subject matter of the paper?

Yes _____ No _____

If YES, check the work activity in which the modification occurred. Briefly describe the modification(s).

Currently conducting research	☐	_____
Planning to conduct research	☐	_____
Involved in clinical or applied work	☐	_____
Teaching course	☐	_____
Directing research	☐	_____
Other (Please specify) _____	☐	_____

11. As the result of these contacts with the author and his work did you decide to seek some continuing contact, i.e. would you like to establish some type of "colleague" relation with him for the purpose of information exchange?

Yes _____ No _____

If YES, what advantages do you see in such continuing contact? _____

1. What is your highest earned degree?

DEGREE		YEAR EARNED
_____	B.A./B.S.	_____
_____	M.A./M.S.	_____
_____	Ph.D.	_____
_____	Other	_____

2. Please rank all of the items below that are included among your professional activities, using the number 1 for the most time consuming, 2 for the next most time consuming, etc. Write 0 in the blanks of those which are not included among your activities.

_____ Administrative work (activities such as arranging meetings, handling personnel forms, procurement, routine reports, etc.)
_____ Clinical work (therapy, counseling, testing)
_____ Consulting or applied work (industrial, human factors, etc.)
_____ Research (including the reporting of results)
_____ Research guidance (of students, subordinates)
_____ Studying for an advanced degree
_____ Teaching
_____ Writing and editing, apart from reporting own research
_____ Other (Please specify) _____

The following questions relate to the paper session (described on the slip attached to the upper left-hand corner of this sheet) which you attended at the recent APA convention. The letters (a, b, c, etc.) refer to specific presentations within the session. To each question you are given the opportunity to respond relative to each presentation according to its letter code. Please answer all questions for as many presentations as appropriate.

3a. Which papers did you hear read or discussed in this session?

a _____, b _____, c _____, d _____, e _____, f _____.

3b. Have you read written versions of any of these papers?

Yes _____ No _____

If YES, please check those which you read either before or after the convention.

Prior to convention: a _____, b _____, c _____, d _____, e _____, f _____.
After convention: a _____, b _____, c _____, d _____, e _____, f _____.

4. Have you contacted or plan to contact any of the authors relative to their presentations?

Yes _____ No _____

If YES, place checks to indicate when you approached or plan to approach the authors of the presentations and the purpose of such contacts.

Purpose of contact with author was to:	a	b	c	d	e	f
Clarify some point in the reported research						
Request information not in report						
Acquaint him with your work in area						
Acquaint him with others' work in area						
Request a copy of the paper						
Request reports of his future work						
Obtain reaction to your own work						
Other (Please describe) _____						
Type of contact was:	**a**	**b**	**c**	**d**	**e**	**f**
Correspondence prior to convention						
Question from floor of paper session						
Discussion with author at end of paper session						
Discussion with author on another occasion at convention						
Correspondence following the convention						
Other contact (Please describe) _____						

5. Are you, or have you ever been, active in the same area of work described in the presentation?

Previous Activities	a	b	c	d	e	f
Previously conducted research in area						
Previously made oral presentation in area at a regional or a national convention						
Previously published a journal article in area						
Did thesis or dissertation in area						

Current activities	a	b	c	d	e	f
Presently conducting research in area	1	7	13	19	25	31
Planning to conduct research in area	2	8	14	20	26	32
Involved in clinical or applied work in area	3	9	15	21	27	33
Teaching course in area	4	10	16	22	28	34
Directing or supervising research in area	5	11	17	23	29	35
Other (Please specify)_____	6	12	18	24	30	36

6. As a result of the contents of the presentation, Proceedings paper, or communication from the authors relative to the presentation, do you plan to modify either your present or future work?

Yes _____ No _____

If YES, please describe the nature of the more important of such modifications and the activities which will be affected. (Please use the numbers 1 through 36 in the boxes in the previous question to identify the affected activity and the presentation.)

Activity # _____ (1 TO 36 ABOVE) Nature of modification _____

_____

Modification resulted from: _____ Hearing presentation
_____ Reading copy of presentation or Proceedings paper
_____ Other communication with author

Activity # _____ (1 TO 36 ABOVE) Nature of modification _____

_____

Modification resulted from: _____ Hearing presentation
_____ Reading copy of presentation or Proceedings paper
_____ Other communication with author

Activity # _____ (1 TO 36 ABOVE) Nature of modification _____

_____

Modification resulted from: _____ Hearing presentation
_____ Reading copy of presentation or Proceedings paper
_____ Other communication with author

7. Did any of these papers or your contacts with their authors cause you to modify your work in an area lying outside the principal subject matter of the particular paper(s)?

Yes _____ No _____

If YES, check the work activity in which the modification occurred. Briefly describe the modification(s) and indicate the paper by its letter.

Currently conducting research ☐ _____
Planning to conduct research ☐ _____
Involved in clinical or applied work ☐ _____
Teaching course ☐ _____
Directing research ☐ _____
Other (Please specify) _____ ☐ _____

As the result of your contacts with these authors and this work did you decide to seek some continuing contact with any of them, i.e. would you like to establish some type of "colleague" relation to one or more of the authors for the purpose of information exchange?

Yes _____ No _____

Which paper did he author?

a_____, b_____, c_____, d_____, e_____, f_____.

If YES, what advantages do you see in such continuing contact? _____

_____

Attendant Questionnaire C(5)
Discussion Session

1. What is your highest earned degree?

DEGREE		YEAR EARNED
_____	B.A./B.S.	_____
_____	M.A./M.S.	_____
_____	Ph.D.	_____
_____	Other	_____

2. Please rank all of the items below that are included among your professional activities, using the number 1 for the most time consuming, 2 for the next most time consuming, etc. Write 0 in the blanks of those which are not included among your activities.

_____ Administrative work (activities such as arranging meetings, handling personnel forms, procurement, routine reports, etc.)
_____ Clinical work (therapy, counseling, testing)
_____ Consulting or applied work (industrial, human factors, etc.)
_____ Research (including the reporting of results)
_____ Research guidance (of students, subordinates)
_____ Studying for an advanced degree
_____ Teaching
_____ Writing and editing, apart from reporting own research
_____ Other (Please specify) _____

The following questions relate to the paper discussion sponsored by Divisions 8 or 12 (described on the slip attached to the upper left-hand corner of this sheet) which you attended at the recent APA convention. Please answer all questions relative to this paper.

3. Have you read a written version of the paper?

Yes_____ No_____

If YES, please check when.

Prior to convention: _____
After convention: _____

4. Place checks to describe your contacts with the author(s) of the paper.

Type of contact in addition to attendance of the discussion of paper was:

_____ Correspondence prior to convention
_____ Question during discussion
_____ Discussion with author on another occasion at convention
_____ Correspondence following the convention
_____ Other contact (Please describe) _____

Purpose of contact with author was to:

_____ Clarify some point in the reported research
_____ Request information not in report
_____ Acquaint him with your work in area
_____ Acquaint him with others' work in area
_____ Request a copy of the paper
_____ Request reports of his future work
_____ Obtain reaction to your own work
_____ Other (Please describe) _____

5. Are you, or have you ever been, active in the same area of work described in the paper?

Previous Activities

_____ Previously conducted research in area
_____ Previously made oral presentation in area at a regional or a national convention
_____ Previously published a journal article in area
_____ Did thesis or dissertation in area

(Please see other side)

Current Activities	
Presently conducting research in area	1
Planning to conduct research in area	2
Involved in clinical or applied work in area	3
Teaching course in area	4
Directing or supervising research in area	5
Other (Please specify)_____	6

6. As a result of the discussion of the paper, the published Proceedings paper, or communication from the author(s) relative to the presentation, do you plan to modify either your present or future work?

Yes_____ No_____

If YES, please describe the nature of the more important of such modifications and the activities which will be affected. (Please use the numbers 1 through 6 in the boxes in the previous question to identify the affected activity.)

Activity #_____ (1 TO 6 ABOVE) Nature of modification_____

Modification resulted from:_____ Hearing discussion
_____ Reading copy of Proceedings paper
_____ Other communication with author

Activity #_____ (1 TO 6 ABOVE) Nature of modification_____

Modification resulted from:_____ Hearing discussion
_____ Reading copy of Proceedings paper
_____ Other communication with author

7. Did this paper or your contacts with its author(s) cause you to modify your work in an area lying outside the principal subject matter of the paper?

Yes_____ No_____

If YES, check the work activity in which the modification occurred. Briefly describe the modification(s).

Currently conducting research	☐	_____
Planning to conduct research	☐	_____
Involved in clinical or applied work	☐	_____
Teaching course	☐	_____
Directing research	☐	_____
Other (Please specify)_____	☐	_____

8. As the result of your contacts with the author(s) and this work did you decide to seek some continuing contact with him (them), i.e. would you like to establish some type of "colleague" relation to the author(s) for the purpose of information exchange?

Yes_____ No_____

If YES, what advantages do you see in such continuing contact?_____

Immediate Reader Questionnaire C(6)

PROJECT ON SCIENTIFIC INFORMATION EXCHANGE IN PSYCHOLOGY

American Psychological Association

1200 Seventeenth Street, N.W. ■ Washington, D.C. 20036

Dear Colleague:

During 1965 the Project on Scientific Information Exchange in Psychology is conducting a series of studies in connection with the publication of a limited version of an APA Convention Proceedings. You are receiving a copy of the Proceedings (enclosed) as a member of one of the APA Divisions that is participating in these studies.

The purpose of the distribution of copies to the divisions' membership is to insure an identifiable group of potential readers. From among these, we are choosing samples (which include yourself) to study the use and effects of the published papers. We should like you to answer the two questions at the bottom of the page on your activities as a psychologist, and to answer the questions on the back of the letter on the first two papers you consult (i. e. go to the body of the paper to obtain information) in the Proceedings.

We would like to request that you complete and return the enclosed questionnaire as soon as you have consulted two papers in the Proceedings. If you do not consult any of the Proceedings papers within the first few days after you have had a chance to examine your copy, please complete the questions at the bottom of this page.

We should like to add that this study is one of several on the use and value of individual Proceedings' papers. In this particular study, we are attempting to determine 1) the degree to which papers immediately interest readers, 2) whether papers generate much interest in Divisions other than the sponsoring one. We hope our request does not unduly complicate your first explorations of the volume.

Thank you for your consideration of our request.

Sincerely,

W. D. Garvey

B. C. Griffith

Please complete this form, whether or not you consulted any of the Proceedings papers.

What is your highest earned degree?

DEGREE		YEAR EARNED
_____	B.A./B.S.	_____
_____	M.A./M.S.	_____
_____	Ph.D.	_____
_____	Other	_____

Please rank all of the items below that are included among your professional activities, using the number 1 for the most time consuming, 2 for the next most time consuming, etc. Write 0 in the blanks of those which are not included among your activities.

_____ Administrative work (activities such as arranging meetings, handling personnel forms, procurement, routine reports, etc.)
_____ Clinical work (therapy, counseling, testing)
_____ Consulting or applied work (industrial, human factors, etc.)
_____ Research guidance (of students, subordinates)
_____ Research (including the reporting of results)
_____ Studying for an advanced degree
_____ Teaching
_____ Writing and editing, apart from reporting own research
_____ Other (Please specify) _____

Do you presently plan to attend the 1965 APA Convention in Chicago? Yes_____ No_____

Check here ☐ if you have not consulted any Proceedings papers. Please return the questionnaire.

If several weeks have passed since the Proceedings and questionnaire arrived, please give the approximate date when you first had the opportunity to examine the Proceedings. _____ (MONTH) _____ (DAY)

(Please see other side)

First Paper Consulted in Proceedings

1. Please indicate the first author and page number of paper.
   Author _____ Page _____.
2. Which of the following were important to your decision to examine this paper?
   _____ The title of the paper indicated relevance to your own work.
   _____ Your own familiarity with other prior work of the author(s).
   _____ Your own familiarity with the program of research.
   _____ Your hearing a prior oral presentation of the results reported in the paper.
   What type of oral presentation? _____
   _____ Your seeing a printed version of the research reported in the paper.
   What type of publication? _____
   _____ Other. (Please describe) _____
3. Below are listed several work activities in which you may have been or are involved in the same area as that of the work reported in this paper. Please check each box relative to the type of activity and the nature of your involvement. If you have had no involvement whatever, check here ☐ and skip to Question 4.

Activity in same area as that of the work reported in this paper.	Previously Involved In	Presently Involved In	Planning to Become Involved In
Conducting research		A	J
Teaching course		B	K
Supervising research (including theses)		C	L
Conducting applied work		D	M
Preparing a presentation at a regional or national meeting		E	N
Preparing a manuscript for a journal article		F	O
Preparing your own thesis or dissertation		G	P
Other (Please specify) _____		H	Q

   As a result of consulting this paper, do you plan to modify either your present or future work in the same area as the paper?
   Yes _____ No _____
   If YES, please describe the nature of the most important of such modifications and the activities which will be affected. (Please use the letters A through Q in the boxes in the previous question to identify the affected activity.)
   Activity _____ (A TO Q ABOVE) Nature of modification _____
   Activity _____ (A TO Q ABOVE) Nature of modification _____
   Activity _____ (A TO Q ABOVE) Nature of modification _____
4. Did reading this paper cause you to modify your work in an area lying outside the principal subject matter of the paper?
   Yes _____ No _____
   If YES, check the work activity in which the modification occurred. Briefly describe the modification(s).
   Currently conducting research ☐
   Planning to conduct research ☐
   Involved in clinical or applied work ☐
   Teaching course ☐
   Directing research ☐
   Other (Please specify) _____ ☐

Second Paper Consulted in Proceedings

1. Please indicate the first author and page number of paper.
   Author _____ Page _____.
2. Which of the following were important to your decision to examine this paper?
   _____ The title of the paper indicated relevance to your own work.
   _____ Your own familiarity with other prior work of the author(s).
   _____ Your own familiarity with the program of research.
   _____ Your hearing a prior oral presentation of the results reported in the paper.
   What type of oral presentation? _____
   _____ Your seeing a printed version of the research reported in the paper.
   What type of publication? _____
   _____ Other. (Please describe) _____
3. Below are listed several work activities in which you may have been or are involved in the same area as that of the work reported in this paper. Please check each box relative to the type of activity and the nature of your involvement. If you have had no involvement whatever, check here ☐ and skip to Question 4.

Activity in same area as that of the work reported in this paper.	Previously Involved In	Presently Involved In	Planning to Become Involved In
Conducting research		A	J
Teaching course		B	K
Supervising research (including theses)		C	L
Conducting applied work		D	M
Preparing a presentation at a regional or national meeting		E	N
Preparing a manuscript for a journal article		F	O
Preparing your own thesis or dissertation		G	P
Other (Please specify) _____		H	Q

   As a result of consulting this paper, do you plan to modify either your present or future work in the same area as the paper?
   Yes _____ No _____
   If YES, please describe the nature of the most important of such modifications and the activities which will be affected. (Please use the letters A through Q in the boxes in the previous question to identify the affected activity.)
   Activity _____ (A TO Q ABOVE) Nature of modification _____
   Activity _____ (A TO Q ABOVE) Nature of modification _____
   Activity _____ (A TO Q ABOVE) Nature of modification _____
4. Did reading this paper cause you to modify your work in an area lying outside the principal subject matter area of the paper?
   Yes _____ No _____
   If YES, check the work activity in which the modification occurred. Briefly describe the modification(s).
   Currently conducting research ☐
   Planning to conduct research ☐
   Involved in clinical or applied work ☐
   Teaching course ☐
   Directing research ☐
   Other (Please specify) _____ ☐